DOCUMENT RESUME

ED 377 277 UD 030 205

AUTHOR	Sinclair, Beth; Gutmann, Babette
TITLE	State Chapter 1 Participation and Achievement Information--1992-93. Summary Report.
INSTITUTION	Westat, Inc., Rockville, MD.
SPONS AGENCY	Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE	94
CONTRACT	LC89015001
NOTE	94p.
PUB TYPE	Statistical Data (110)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Academic Achievement; Achievement Gains; Child Neglect; *Compensatory Education; Correctional Institutions; Delinquency; Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; Language Arts; Mathematics Instruction; Participation; Program Evaluation; Reading Instruction; *State Programs; Tables (Data)
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

ABSTRACT

This report summarizes the 1992-93 State Performance Reports for the Chapter 1 Local Education Agency (LEA) program and the Chapter 1 State Agency Neglected or Delinquent Program. The Neglected or Delinquent Program serves youth in state-operated correctional facilities and in facilities for neglected youth. Chapter 1 participation has steadily increased: the 1992-93 level of more than 6.4 million students represents an 8 percent increase over participation in 1991-92. Public and nonpublic student participation was concentrated primarily in the lower grades; participation in the neglected or delinquent program was focused to a greater degree in secondary grades. Nearly three-quarters of participating students received instruction in reading, and nearly half received instruction in mathematics. Among the Chapter 1 students who were tested in reading, average post-test scores were higher than pretest scores at every grade level. The same was true for mathematics and for language arts. Nationally, 22 percent of Chapter 1 schools were identified for program improvement in 1992-93 because students in those programs showed no change or a decline in the aggregate achievement scores during the year. Program results are displayed in 51 tables and 14 figures. Five appendixes provide supplemental technical and methodological information. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 377 277

UD

STATE CHAPTER 1 PARTICIPATION AND ACHIEVEMENT INFORMATION – 1992-93

Summary Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD030925

Prepared Under Contract by:

Westat, Inc.
Rockville, MD
1994

Contract No. LC89015001

U.S. DEPARTMENT OF EDUCATION • OFFICE OF THE UNDER SECRETARY

BEST COPY AVAILABLE

STATE CHAPTER 1 PARTICIPATION AND ACHIEVEMENT INFORMATION -- 1992-93

Summary Report

BETH SINCLAIR
BABETTE GUTMANN

PREPARED FOR:

Office of the Under Secretary
U.S. Department of Education

CONTRACT NO. LC89015001

1994

The views expressed in this report developed under contract to the U.S. Department of Education do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

CONTENTS

Page

HIGHLIGHTS OF DATA SUBMITTED ON THE 1992-93 STATE PERFORMANCE REPORTS 1

Background 1

1. CHAPTER 1 PARTICIPATION, SERVICES, AND STAFFING PATTERNS 3

Chapter 1 Participation 3
Chapter 1 Service Patterns 5
Chapter 1 Staffing Patterns 7
Characteristics of Chapter 1 Students 8

2. ACHIEVEMENT INFORMATION FOR THE CHAPTER 1 LEA PROGRAM 11

Number of States Reporting 11
Basic Skills Achievement 12
Advanced Skills Achievement 13

3. ALLOCATION AND COST INFORMATION FOR THE CHAPTER 1 LEA PROGRAM 14

Chapter 1 LEA Program Allocations 14
Chapter 1 Allocation Per Participant 14
Concentration Grants 14
State Program Improvement Grants 14

4. INFORMATION ON THE CHAPTER 1 STATE AGENCY NEGLECTED OR DELINQUENT PROGRAM 15

Participation by Institutional Designation 15
Participation by Age Span 15
Participation by Service Area 16
Characteristics of State Agency N or D Participants 16
Percent of Eligible Participants Receiving Chapter 1 Services 16
Chapter 1 State Agency N or D Allocations 17

Contents (cont'd)

Page

APPENDIX A. CHAPTER 1 EVALUATION REQUIREMENTS A-1

APPENDIX B. REPORTING PROBLEMS B-1

APPENDIX C. DATA COLLECTION FORM, SCHOOL YEAR 1992-93 ..... C-1

APPENDIX D. PERCENTILE RANKS AND NORMAL CURVE EQUIVALENTS ... D-1

APPENDIX E. METHODOLOGY E-1

List of Tables

		Page
Table 1.1	Chapter 1 Participants: Public, Nonpublic, Local Neglected or Delinquent, and Total -- 1979-80 to 1992-93	18
Table 1.2	Number and Percent of Chapter 1 Public, Nonpublic, and Local N or D Participants, by State -- 1992-93	19
Table 1.3	Chapter 1 Participants by Grade Span, Public, Nonpublic, Local N or D, and Total -- 1991-92 and 1992-93	20
Table 1.4	Chapter 1 Total Participants by Grade -- 1991-92 and 1992-93	22
Table 1.5	Public School Enrollment and Chapter 1 Public Participation for Pre-K through Grade 6, and Grades 7 through 12, 1992-93	23
Table 1.6	Percent of Total Chapter 1 Participants by Grade Span: 1979-80 through 1992-93	24
Table 1.7	Total Chapter 1 Participants by Service Area -- 1991-92 and 1992-93	25
Table 1.8	Percent of Total Chapter 1 Participants Served, by Service Area -- 1979-80 to 1992-93	26
Table 1.9	Chapter 1 Public School Participants by Service Area -- 1991-92 and 1992-93	27
Table 1.10	Chapter 1 Nonpublic School Participants by Service Area -- 1991-92 and 1992-93	28
Table 1.11	Chapter 1 Local Neglected or Delinquent Participants by Service Area -- 1991-92 and 1992-93	29
Table 1.12	Chapter 1 FTE Staff by Classification -- 1991-92 and 1992-93	30
Table 1.13	Number and Percent of Chapter 1-Funded FTE Staff Who Were Teachers and Teacher Aides, 1992-93	31
Table 1.14	Chapter 1 FTE Teachers and Teacher Aides -- 1979-80 through 1992-93	32

List of Tables (cont'd)

		Page
Table 1.15	Number of Chapter 1 Participants Per Chapter 1-Funded Teacher and Teacher Aide, 1992-93	33
Table 1.16	Chapter 1 Participants by Racial/Ethnic Classification -- 1991-92 and 1992-93	34
Table 1.17	Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification and State, 1992-93	35
Table 1.18	Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification, 1979-80 through 1992-93	36
Table 1.19	Chapter 1 Participants by Year of Birth -- 1991-92 and 1992-93	37
Table 1.20	Chapter 1 Participants by Gender -- 1991-92 and 1992-93	38
Table 1.21	Number and Percent of Public Chapter 1 Students Eligible, by State, 1991-92 and 1992-93	39
Table 1.22	Number and Percent of Nonpublic Chapter 1 Students Eligible, by State, 1991-92 and 1992-93	40
Table 1.23	Number and Percent of Total Chapter 1 Participants with Disabilities, by State, 1991-92 and 1992-93	41
Table 1.24	Number and Percent of Total Chapter 1 Participants with Limited English Proficiency, 1991-92 and 1992-93	42
Table 1.25	Number of Schools with Schoolwide Projects, by State, 1991-92 and 1992-93	43
Table 1.26	Number of LEAs Operating Innovation Projects, by State, 1991-92 and 1992-93	44
Table 2.1	Basic Skills Reading Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	45

List of Tables (cont'd)

		Page
Table 2.2	Basic Skills Mathematics Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	45
Table 2.3	Basic Skills Other Language Arts Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	46
Table 2.4	Advanced Skills Reading Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	47
Table 2.5	Advanced Skills Mathematics Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	47
Table 2.6	Basic Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	48
Table 2.7	Basic Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	48
Table 2.8	Basic Skills Other Language Arts Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	49
Table 2.9	Advanced Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	50
Table 2.10	Advanced Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93	50
Table 2.11	Number and Percent of Chapter 1 Schools Identified for Program Improvement, by State, 1991-92 and 1992-93	51
Table 2.12	Number of LEAs with Schools Identified for Program Improvement, by State, 1991-92 and 1992-93	52
Table 3.1	Chapter 1 LEA Program Allocations and Participation, 1991-92 and 1992-93	53
Table 3.2	Allocation Per Participant for the Chapter 1 LEA Program -- 1991-92 and 1992-93	54

List of Tables (cont'd)

		Page
Table 3.3	Number of LEAs Receiving Basic Grants and Number of LEAs Receiving Basic Grants that Also Received Concentration Grants, by State, 1992-93	55
Table 3.4	State Program Improvement Grants, by State, 1992-93	56
Table 4.1	Chapter 1 State Agency Neglected or Delinquent Students by Institutional Designation, 1992-93	57
Table 4.2	Total Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1991-92 and 1992-93	57
Table 4.3	Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1991-92 and 1992-93	58
Table 4.4	Total Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1992-93	59
Table 4.5	Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1992-93	60
Table 4.6	Chapter 1 State Agency Neglected or Delinquent Students by Racial/Ethnic Classification -- 1991-92 and 1992-93	61
Table 4.7	Chapter 1 State Agency Neglected or Delinquent Students by Gender -- 1991-92 and 1992-93	62
Table 4.8	Number and Percent of Eligible State Agency N or D Participants Receiving Chapter 1 Services, by State, 1992-93	63
Table 4.9	Chapter 1 Allocations for the State Agency Neglected or Delinquent Program -- 1991-92 and 1992-93	64

HIGHLIGHTS OF DATA SUBMITTED ON THE 1992-93 STATE PERFORMANCE REPORTS

This report summarizes the 1992-93 State Performance Reports for the Chapter 1 LEA program and the Chapter 1 State Agency Neglected or Delinquent program.[1,2]

BACKGROUND

Chapter 1 represents the single largest investment in elementary and secondary education by the Federal government. This Federal aid program was funded in 1992-93 at more than $6.8 billion. Since the passage of the authorizing legislation in 1965, almost $81 billion--87 percent of which was distributed under the Chapter 1 Basic Grants to Local Educational Agencies (LEAs) program--has been distributed to public school districts; about 90 percent of districts nationwide receive Chapter 1 funding.

What is now Chapter 1 evolved from landmark legislation, the Elementary and Secondary Education Act (ESEA) of 1965, which was the first major piece of legislation enacted as part of President Lyndon Johnson's War on Poverty. Title I of ESEA was the beginning of Federal aid to the nation's elementary and secondary schools. The intent of Title I was to provide financial assistance to local educational agencies serving areas with concentrations of children from low-income families so that the schools could expand and improve their educational programs.[3] The original ESEA Title I legislation was also the first major piece of social legislation to require an evaluation.

---

[1]State performance reports were received from the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. The outlying areas (American Samoa, Guam, Northern Marianas, Palau, and the Virgin Islands) receive funding for the Chapter 1 LEA program but are not required to submit state performance report information.

[2]The Chapter 1 State Neglected or Delinquent program, administered through State corrections and youth agencies, serves youths in State-operated adult and juvenile correctional facilities and in facilities for neglected children. The State N or D program differs from the local N or D program, in which local and privately operated corrections and juvenile facilities receive services through LEAs.

[3]Funds are first distributed to counties based primarily on counts of low-income children. The State is then responsible for allocating the funds to local districts based also on counts of low-income children. At the district level, schools are selected for Chapter 1 services based on their relative poverty levels; however, within eligible schools, services are delivered on the basis of children's educational rather than economic needs.

Enacted in 1967 as part of Title I of ESEA was the Formula Grants to States for Neglected or Delinquent Children program (State N or D). The purpose of this program was to provide financial assistance for compensatory education to State agencies directly responsible for providing free public education to children in institutions for neglected or delinquent children and juveniles in adult correctional institutions. The State N or D program has been included as part of all Title I legislation ever since.

In 1981, Title I was replaced by Chapter 1 of the Education Consolidation and Improvement Act (ECIA), which retained the basic intent of Title I but in a simpler, more flexible manner.

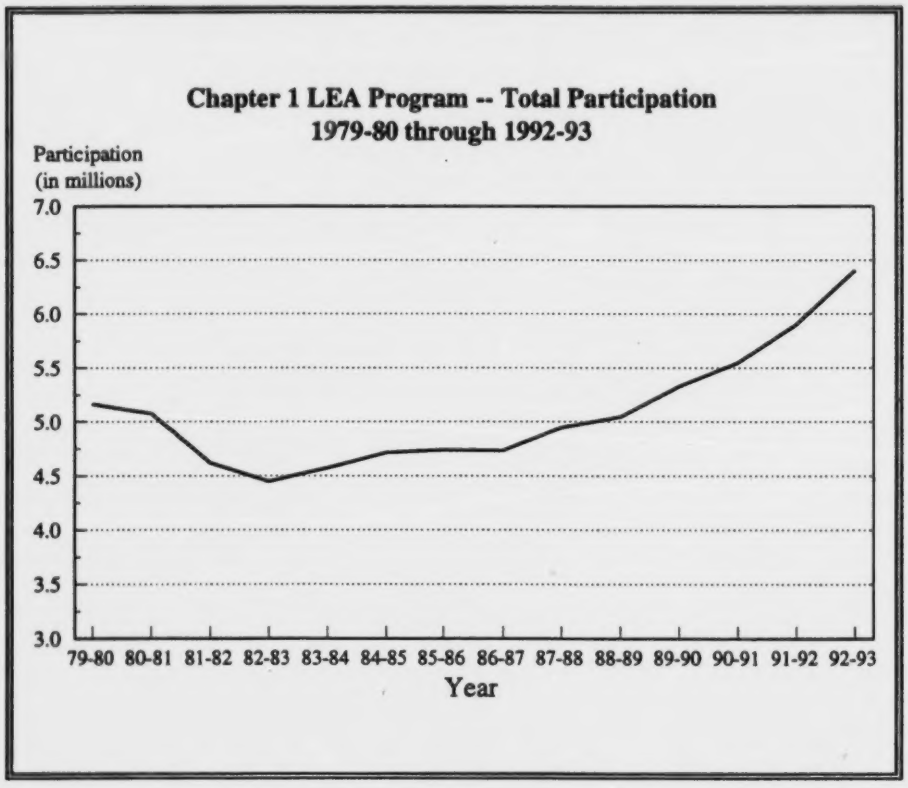
The Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) repealed Chapter 1 of ECIA and made a number of important changes to Title I of ESEA. The amendments mandated accountability for student outcomes, created or strengthened mechanisms for involving local practitioners in State-level decisions and involving parents in the educational program, and required stronger coordination between Chapter 1 and other instruction within the schools.

1. CHAPTER 1 PARTICIPATION, SERVICES, AND STAFFING PATTERNS

CHAPTER 1 PARTICIPATION

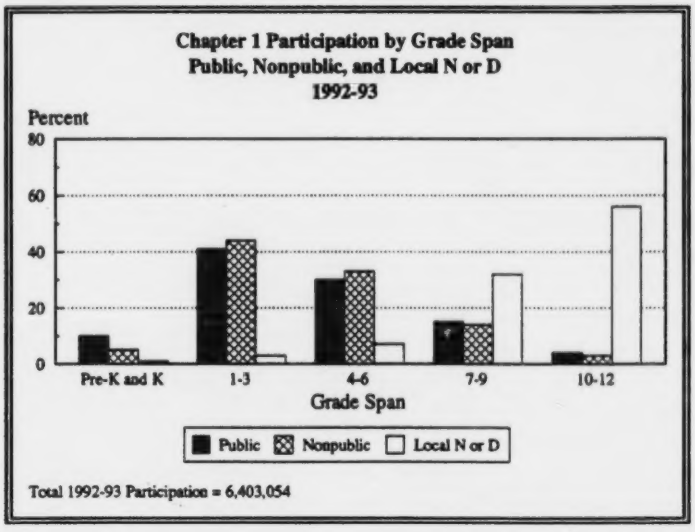
Overall Participation Patterns

- After earlier declines in the number of students participating in Chapter 1 (1980-1983), participation has steadily increased. In 1992-93, States reported that participation increased to a level of over 6.4 million students (6,050,001 public, 170,931 nonpublic, and 182,122 local N or D). This represented an 8 percent increase over the 1991-92 participation level of 5,903,619 students. (Table 1.1)

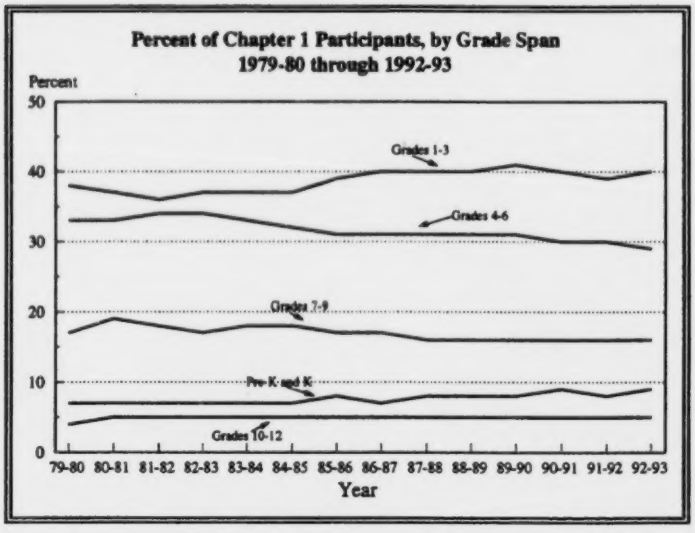


Grade-Level Participation

- In 1992-93, public and nonpublic student participation was concentrated in the elementary grades, and local N or D participation was primarily in the secondary grades. (Table 1.3)



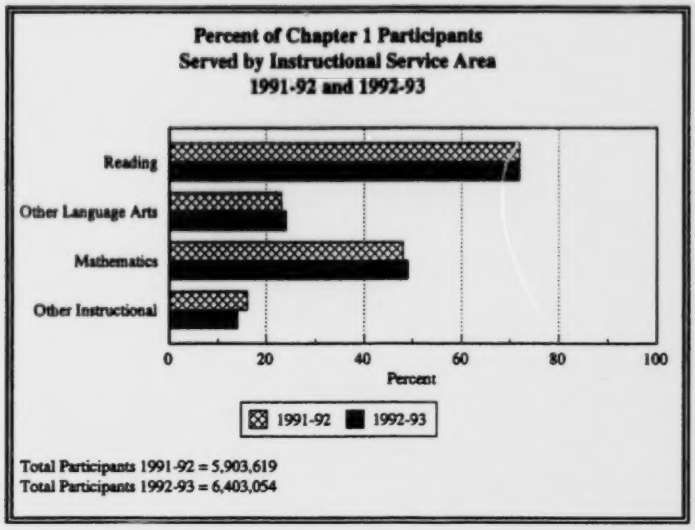
- The distribution of participants by grade level remained virtually unchanged over the last fourteen years. (Table 1.6)



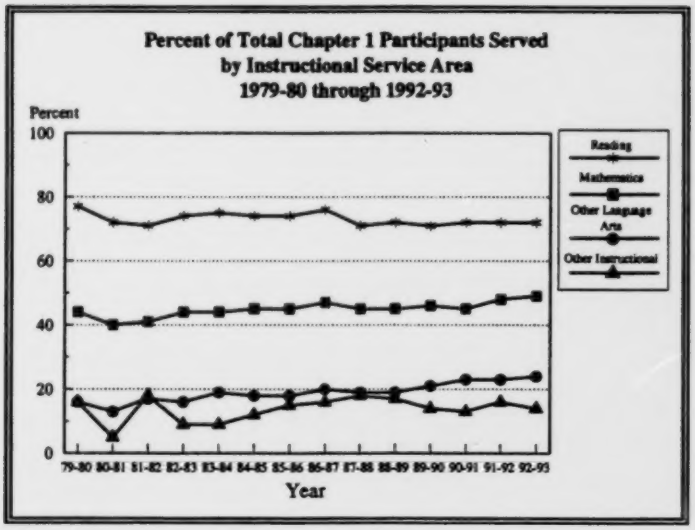
CHAPTER 1 SERVICE PATTERNS

Instructional Services

- During 1992-93, States reported that nearly three-quarters (72 percent) of Chapter 1 participants received instruction in reading, and almost one-half (49 percent) received instruction in mathematics. (Table 1.7)

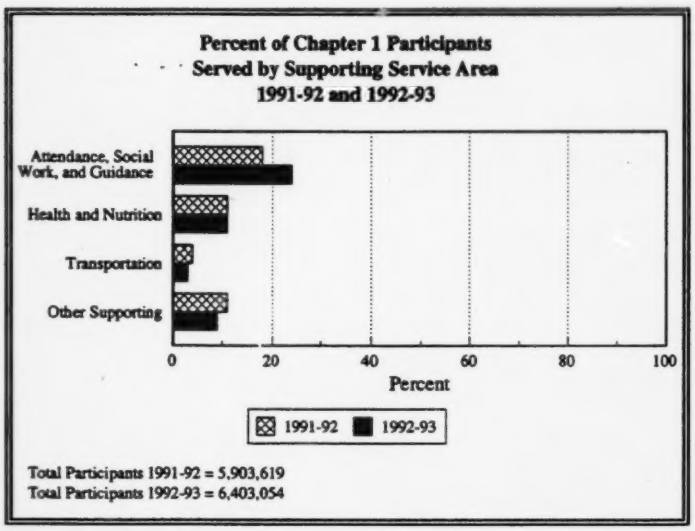


- The proportion of students receiving instruction in reading and mathematics has remained fairly constant over the fourteen-year period. The proportion of students receiving other instructional services has shown some fluctuation from year to year, and the proportion of students receiving other language arts has increased over the years. (Table 1.8)

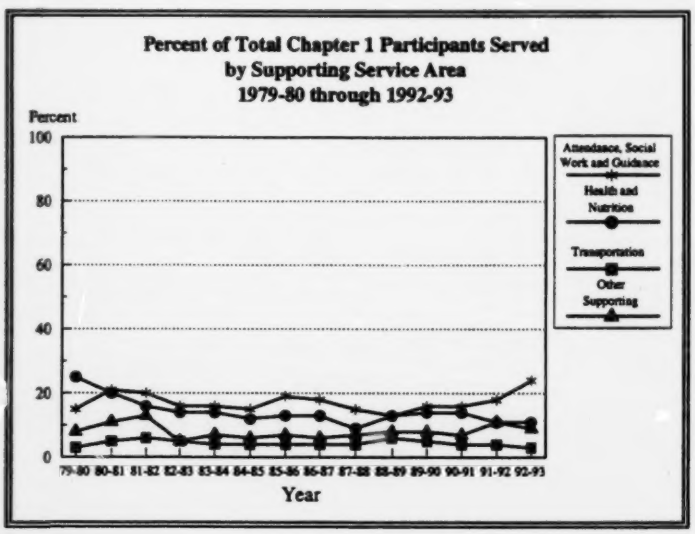


Supporting Services

- As in previous years, in 1992-93 fewer participants received supporting services than received instructional services. The percent of Chapter 1 participants receiving attendance, social work, and guidance services increased from 18 percent in 1991-92 to 24 percent in 1992-93. (Table 1.7)

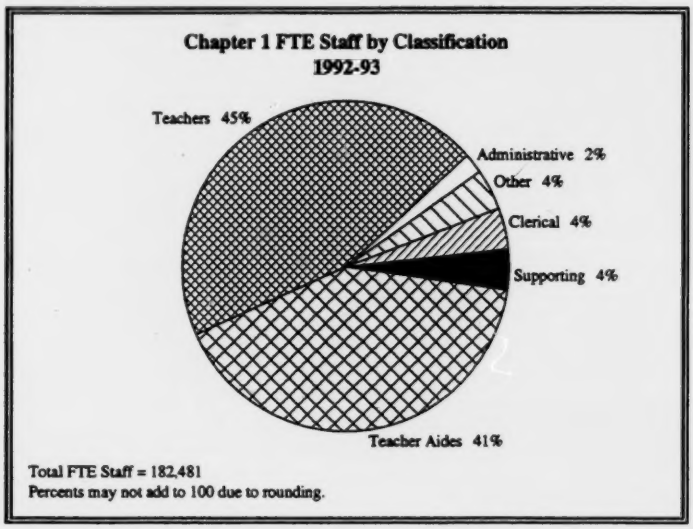


- The percentage of Chapter 1 students receiving supporting services fluctuated more over the fourteen-year period than the percentage of participants receiving instructional services. (Table 1.8)

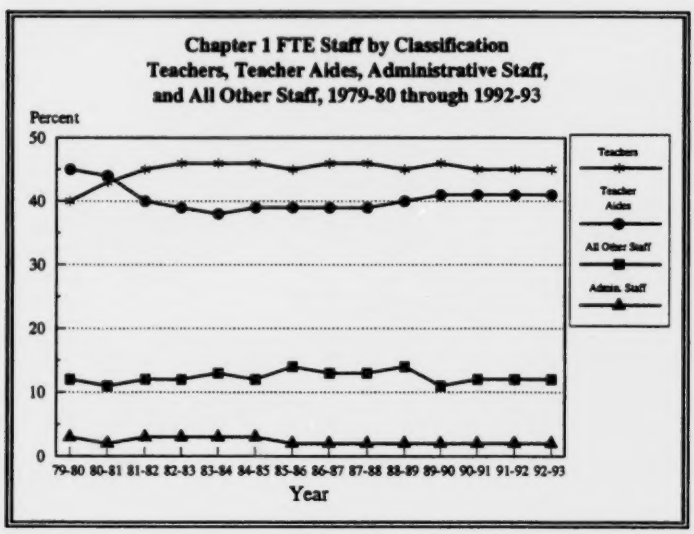


CHAPTER 1 STAFFING PATTERNS

- Almost one-half of the staff funded by Chapter 1 in 1992-93 were teachers. Teachers and teacher aides constituted 86 percent of the total staff funded by Chapter 1 dollars. (Table 1.12)



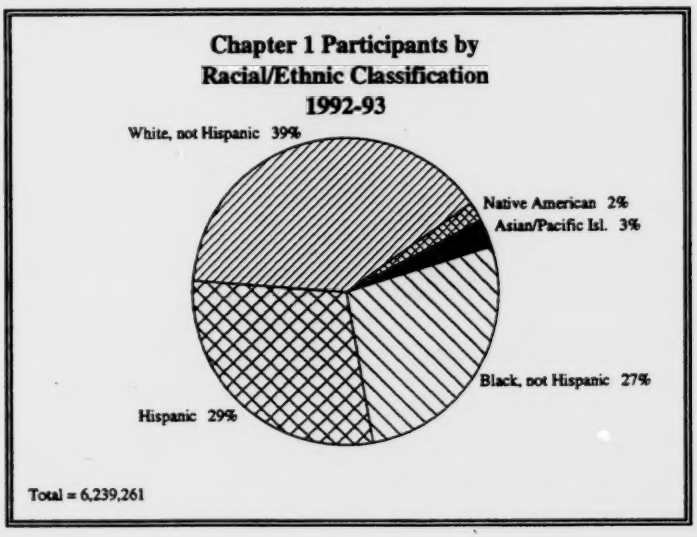
- The distribution of staff across categories has remained fairly constant since 1981-82. (Table 1.14)



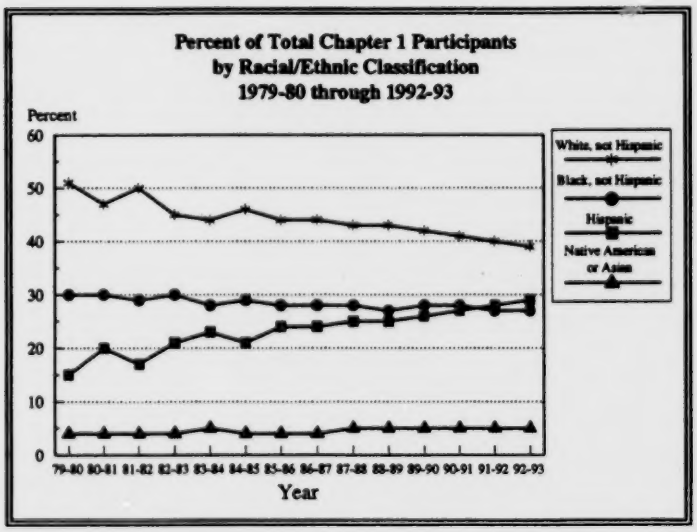
CHARACTERISTICS OF CHAPTER 1 STUDENTS

Racial/Ethnic Classification

- In 1992-93, 39 percent of the Chapter 1 participants were white, not Hispanic. (Table 1.16)



- In the fourteen-year period from 1979-80 through 1992-93, the percentage of Hispanic Chapter 1 participants increased from 15 to 29 percent, while the percentage of white, not Hispanic Chapter 1 participants decreased from 51 to 39 percent. (Table 1.18)



Gender

- Fifty-four percent of Chapter 1 participants were male. (Table 1.20)

Percent of Eligible Students Served[4]

- The 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of public school students eligible; 50 States, the District of Columbia, and Puerto Rico reported the number of nonpublic students eligible for Chapter 1 services. Sixty-one percent of public and 59 percent of nonpublic students identified as eligible to participate in the Chapter 1 program received services.[5] (Tables 1.21 and 1.22)

---

[4]The number of public and nonpublic students eligible to participate in Chapter 1 includes public and nonpublic students located in all eligible public school attendance areas during the regular school year who were educationally disadvantaged as defined by local standards (i.e., children whose educational attainment is below the level that is appropriate for children of their age).

Section 1013 of Chapter 1 and §200.30 of the regulations require an LEA to conduct its projects in attendance areas selected on the basis of an annual ranking of all eligible attendance areas. Eligible Chapter 1 attendance areas are those with high concentrations of children from low-income families.

Section 1014 of Chapter 1 and §200.31 of the regulations require an LEA to conduct an annual assessment of educational needs that identifies educationally deprived children in all eligible attendance areas. "Educationally deprived children" means children whose educational attainment is below the level that is appropriate for children of their age.

[5]National eligibility figures should be viewed with caution. Four States (California, Delaware, New Jersey, and Pennsylvania) reported that all eligible public students received services and six States (Delaware, Kansas, Louisiana, Maryland, New Jersey, and Pennsylvania) reported that all eligible nonpublic students were served.

Participants with Disabilities and Limited English Proficiency (LEP)

- In 1992-93, 49 States, Puerto Rico, and the Bureau of Indian Affairs reported the number of students with disabilities receiving Chapter 1 services. Among these States, 5 percent of their Chapter 1 participants were classified as having disabilities. (Table 1.23)

- Fifty States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs reported the number of limited English proficient (LEP) students receiving Chapter 1 services. Among these States, 17 percent of their Chapter 1 participants were classified as LEP in 1992-93. (Table 1.24)

Schoolwide and Innovation Projects

- A total of 2,766 schoolwide projects were reported by 43 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs. (Table 1.25)

- Twenty-six States and the District of Columbia reported 302 LEAs operated innovation projects in 1992-93. (Table 1.26)

2. ACHIEVEMENT INFORMATION FOR THE CHAPTER 1 LEA PROGRAM[6]

NUMBER OF STATES REPORTING[7]

- Thirty-five States, and the Bureau of Indian Affairs submitted annual basic skills reading achievement data, and 35 States, and the Bureau of Indian Affairs submitted annual basic skills mathematics data. In addition, 32 States and the Bureau of Indian Affairs reported basic skills other language arts data. (Tables 2.1 through 2.3 and Tables 2.6 through 2.8)

  Annual advanced skills achievement data were submitted by 45 States, and the Bureau of Indian Affairs in reading comprehension and by 45 States, and the Bureau of Indian Affairs in mathematics problems and applications. (Tables 2.4 and 2.5 and Tables 2.9 and 2.10)

---

[6]Basic and advanced skills achievement information are presented as percentiles in Tables 2.1 through 2.5 and as Normal Curve Equivalents (NCEs) in Tables 2.6 through 2.10.

[7]Due to the nature of the tests given by Puerto Rico, its achievement data were not comparable to that provided by the States, the District of Columbia, and the Bureau of Indian Affairs.

BASIC SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

- In the States that reported achievement data, annual pre- and post-test score information was provided for a total of 1,191,603 Chapter 1 students in basic skills reading, 790,629 Chapter 1 students in basic skills mathematics, and 453,559 Chapter 1 students in other language arts. (Tables 2.1 through 2.3 and Tables 2.6 through 2.8)

Achievement Results

- Among Chapter 1 students tested in reading, average posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases ranged from 2 to 7, with the highest increases for Chapter 1 students in grades 2 through 4. (Table 2.1)

- Among Chapter 1 students tested in mathematics, average posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases ranged from 3 in grades 11 and 12 to 12 in grade 2. The largest increases occurred in grades 2 through 4. (Table 2.2)

- Among Chapter 1 students tested in other language arts, average posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases ranged from 2 in grades 10 through 12 to 6 in grade 3. (Table 2.3)

ADVANCED SKILLS ACHIEVEMENT

Number of Chapter 1 Students Tested

- Among States that reported achievement data, annual pre- and post-test score information was provided for a total of 2,200,023 Chapter 1 students in advanced skills reading (reading comprehension), and 1,334,667 Chapter 1 students in advanced skills mathematics (problems and applications). (Tables 2.4 and 2.5 and Tables 2.9 and 2.10)

Achievement Results

- For Chapter 1 students tested in reading comprehension, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases in advanced skills reading ranged from 1 in grade 12 to 7 in grade 3. (Table 2.4)

- For Chapter 1 students tested in problems and applications, posttest scores were higher than pretest scores at every grade level. Pretest to posttest percentile increases in advanced skills mathematics ranged from 1 in grade 12 to 7 in grade 2. (Table 2.5)

Program Improvement

- Nationally, 22 percent of Chapter 1 schools were identified for program improvement in 1992-93 because the Chapter 1 students in those schools showed no change or showed a decline in aggregate achievement scores during the year. (Table 2.11)

3. ALLOCATION AND COST INFORMATION FOR THE CHAPTER 1 LEA PROGRAM

CHAPTER 1 LEA PROGRAM ALLOCATIONS

- Allocations for the Chapter 1 LEA program to the 50 States, the District of Columbia, Puerto Rico, and the Bureau of Indian Affairs for 1992-93 totalled approximately $6.1 billion, a 10 percent increase from the 1991-92 allocations of over $5.5 billion. (Table 3.1)

CHAPTER 1 ALLOCATION PER PARTICIPANT

- The average allocation per **participant** under the Chapter 1 LEA program was $954 in 1993-93. This figure represents a 2 percent increase from 1991-92's figure of $938 per participant. (Table 3.2)

CONCENTRATION GRANTS

- Concentration grants are designed to augment basic grants in LEAs with very high concentrations of children from low-income families. Across the 50 States, the District of Columbia, and Puerto Rico, over 6,000 LEAs received concentration grants in 1992-93. (Table 3.3)

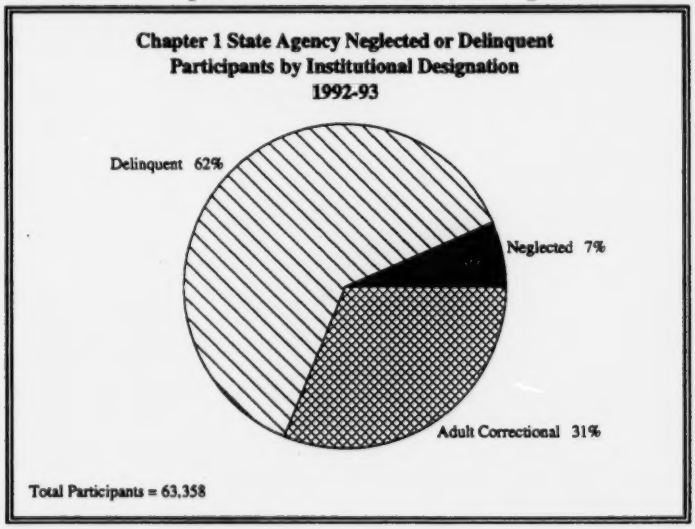
STATE PROGRAM IMPROVEMENT GRANTS

- State Program Improvement grants are distributed to LEAs for use in establishing and implementing program improvement plans. Eighteen States and the District of Columbia received $180,000 (the minimum grant amount) and 32 States and Puerto Rico received greater than $180,000. Of these States, six (California, Florida, Illinois, New York, Pennsylvania, and Texas received grants greater than $1.0 million. (Table 3.4)

4. INFORMATION ON THE CHAPTER 1 STATE AGENCY NEGLECTED OR DELINQUENT PROGRAM

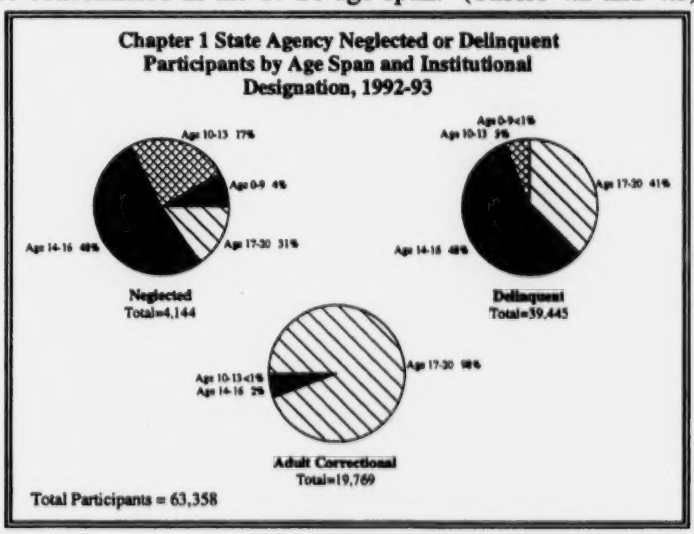
PARTICIPATION BY INSTITUTIONAL DESIGNATION

- Sixty-two percent of the State Agency Neglected or Delinquent (N or D) participants were classified as delinquent, 31 percent were classified as adult correctional, and 7 percent were classified as neglected. (Table 4.1)



PARTICIPATION BY AGE SPAN

- Fifty-eight percent of the State Agency N or D participants were 17 through 20 years old. By institutional designation, neglected and delinquent participants were concentrated in the 14-16 age span and adult correctional participants were concentrated in the 17-20 age span. (Tables 4.2 and 4.3)



25

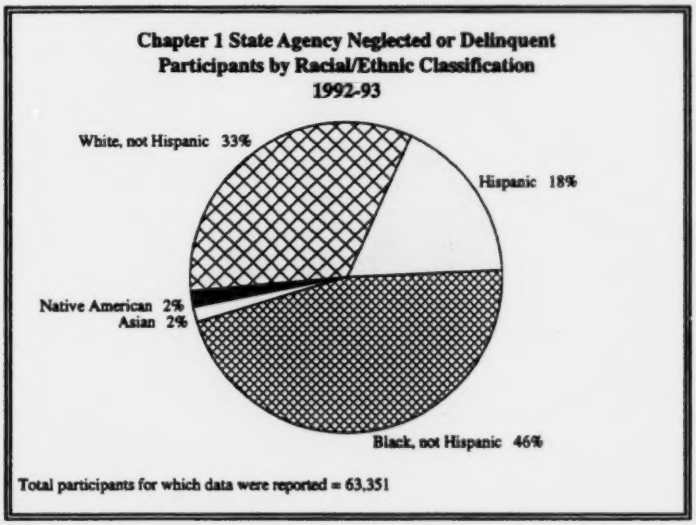
PARTICIPATION BY SERVICE AREA

- Over one-half of the State Agency N or D participants received reading and over half received mathematics instruction. (Table 4.4)

- Attendance, social work, and guidance and other support are the only supporting services provided to a significant number of State Agency N or D participants. (Table 4.4)

CHARACTERISTICS OF STATE AGENCY N OR D PARTICIPANTS

- Forty-six percent of the State Agency N or D participants were black, not Hispanic and 90 percent were male. (Tables 4.6 and 4.7)


Chapter 1 State Agency Neglected or Delinquent
Participants by Racial/Ethnic Classification
1992-93
White, not Hispanic 33%
Hispanic 18%
Native American 2%
Asian 2%
Black, not Hispanic 46%
Total participants for which data were reported = 63,351

PERCENT OF ELIGIBLE PARTICIPANTS RECEIVING CHAPTER 1 SERVICES

- The 48 States, the District of Columbia, and Puerto Rico reported 102,954 students as eligible to participate in the State Agency N or D program. Sixty-two percent of eligible participants received State Agency N or D services in 1992-93. (Table 4.8)

CHAPTER 1 STATE AGENCY N OR D ALLOCATIONS

- The total allocation for the Chapter 1 State Agency N or D program in 1992-93 was $36.05 million, a decrease of less than 1 percent from the 1991-92 allocation of $36.11 million. (Table 4.9)

Table 1.1

Chapter 1 Participants: Public, Nonpublic, Local Neglected or Delinquent, and Total -- 1979-80 to 1992-93[a/]

Year	Public[b/]	Percent Change Year-to-Year	Nonpublic[c/]	Percent Change Year-to-Year	Local Neglected and Delinquent[d/]	Percent Change Year-to-Year	Total	Percent Change Year-to-Year
1979-80	4,973,708		189,114				5,162,822	
1980-81	4,862,308	-2	213,499	13			5,075,807	-2
1981-82	4,434,447	-9	184,084	-14			4,618,531	-9
1982-83	4,270,424	-4	177,210	-4			4,447,634	-4
1983-84[e/]	4,381,975	3	190,660	8			4,572,635	3
1984-85	4,528,177	3	184,532	-3			4,712,709	3
1985-86[f/]	4,611,948	2	127,922	-31			4,739,870	1
1986-87[g/]	4,594,761	*	137,900	8			4,732,661	*
1987-88	4,808,030	5	136,618	-1			4,944,648	4
1988-89[h/]	4,777,643	--	137,656	--	131,574		5,046,873	2
1989-90	5,014,617	5	151,948	10	161,255	23	5,327,820	6
1990-91	5,252,141	5	157,360	4	138,069	-14	5,547,570	4
1991-92	5,594,718	7	163,329	4	145,572	5	5,903,619	6
1992-93	6,050,001	8	170,931	5	182,122	25	6,403,054	8

* Less than 1 percent.

a/ Guam reported participant information in 1979-80 and 1980-81; the Trust Territories reported participant information in 1979-80, 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported participant information in 1979-80.

b/ Public Chapter 1 participation counts for the years 1979-80 through 1985-86 have been revised since the 1985-86 report to reflect a readjustment of the public participation counts reported by California. Public participation counts reported by California were also adjusted for the years 1986-87 through 1992-93.

c/ By-pass students in Missouri and Virginia were not included prior to 1983-84.

d/ The number of local N or D participants by grade was reported separately from public and nonpublic participants for the first time in 1988-89.

e/ The numbers for nonpublic participants in California for 1983-84 were adjusted to reflect the average of the numbers reported for the years 1982-83 and 1984-85.

f/ State reported data following the Aguilar v. Felton decision (from 1985-86 to present).

g/ Starting in 1986-87, the nonpublic participation count includes participants in schools with religious affiliation in Puerto Rico. The inclusion of these participants in 1986-87 overestimates the actual percentage increase from 1985-86.

h/ Changes in the total number of public and nonpublic participants from 1987-88 to 1988-89 are due in part to changes in reporting. Since the number of local N or D participants is now reported separately, changes are due in part to the removal of these students from the public and nonpublic categories. As a result, percent change in public and nonpublic participation between 1987-88 and 1988-89 is misleading and is not presented in this table.

23

Table 1.2

Number and Percent of Chapter 1 Public, Nonpublic, and Local N or D Participants, by State — 1992–93

State	Public Participants	%	Nonpublic Participants	%	Local N or D Participants	%	Total Participants
Alabama	133,826	99	713	1	1,306	1	135,845
Alaska	7,408	95	38	*	350	4	7,796
Arizona	98,818	97	1,099	1	1,602	2	101,519
Arkansas	86,991	99	353	*	213	*	87,557
California	1,262,429	91	25,591	2	95,267	7	1,383,287
Colorado	38,967	96	612	2	825	2	40,404
Connecticut	50,117	93	2,057	4	1,749	3	53,923
Delaware	9,447	91	966	9	0	*	10,413
District of Columbia	13,833	94	903	6	0	*	14,736
Florida	196,474	94	2,963	1	8,581	4	208,018
Georgia	166,605	99	434	*	1,089	1	168,128
Hawaii	14,791	99	141	1	0	*	14,932
Idaho	24,342	99	166	1	92	*	24,600
Illinois	172,480	95	6,969	4	1,553	1	181,002
Indiana	87,577	91	1,825	2	7,230	7	96,632
Iowa	33,431	91	1,848	5	1,316	4	36,595
Kansas	32,978	94	698	2	1,378	4	35,054
Kentucky	109,340	97	1,540	1	1,351	1	112,231
Louisiana	108,240	94	5,259	5	1,722	1	115,221
Maine	28,494	99	169	1	22	*	28,685
Maryland	66,090	95	2,298	3	1,108	2	69,496
Massachusetts	89,294	95	4,383	5	595	1	94,272
Michigan	172,767	98	3,334	2	409	*	176,510
Minnesota	76,147	93	3,341	4	2,466	3	81,954
Mississippi	149,008	99	1,900	1	249	*	151,157
Missouri	101,362	95	4,207	4	1,450	1	107,019
Montana	15,353	94	134	1	837	5	16,324
Nebraska	28,731	89	1,932	6	1,672	5	32,335
Nevada	12,946	96	86	1	444	3	13,476
New Hampshire	13,387	97	242	2	135	1	13,764
New Jersey	170,046	94	8,456	5	2,125	1	180,627
New Mexico	51,433	95	942	2	1,589	3	53,964
New York	416,720	91	33,261	7	10,044	2	460,025
North Carolina	118,563	99	389	*	520	*	119,472
North Dakota	11,435	96	389	3	69	1	11,893
Ohio	175,507	94	6,961	4	5,175	3	187,643
Oklahoma	59,101	99	371	1	458	1	59,930
Oregon	48,256	94	576	1	2,580	5	51,412
Pennsylvania	236,339	90	20,502	8	5,611	2	262,452
Rhode Island	13,963	92	1,125	7	85	1	15,173
South Carolina	67,814	99	95	*	399	1	68,308
South Dakota	14,057	94	326	2	574	4	14,957
Tennessee	125,594	98	474	*	2,008	2	128,076
Texas	566,460	97	5,243	1	12,900	2	584,603
Utah	35,577	100	133	*	0	*	35,710
Vermont	11,968	98	114	1	135	1	12,217
Virginia	76,197	99	726	1	14	*	76,937
Washington	61,837	97	730	1	912	1	63,479
West Virginia	34,240	99	217	1	40	*	34,497
Wisconsin	65,573	94	2,676	4	1,336	2	69,585
Wyoming	5,419	98	49	1	35	1	5,503
Puerto Rico	263,557	96	10,975	4	502	*	275,034
Bureau of Indian Affairs	18,672	100	0	--	0	--	18,672
Nation	6,050,001	94	170,931	3	182,122	3	6,403,054

* Less than one percent

Percents (across) may not add due to rounding.

BEST COPY AVAILABLE

Table 1.3

Chapter 1 Participants by Grade Span, Public, Nonpublic, Local N or D, and Total -- 1991-92 and 1992-93

	1991-92		1992-93		Percent Change
	Number	Percent[a]	Number	Percent[a]	
Public					
Pre-K and Kindergarten	492,111	9	582,851	10	18
Grades 1-3	2,256,482	40	2,488,098	41	10
Grades 4-6	1,729,686	31	1,815,633	30	5
Grades 7-9	887,306	16	921,372	15	4
Grades 10-12	224,942	4	241,731	4	7
Ungraded[b]	4,291	*	316	*	-93
Total	5,594,818	100	6,050,001	100	8
Nonpublic					
Pre-K and Kindergarten	8,289	5	9,007	5	9
Grades 1-3	70,999	43	74,869	44	5
Grades 4-6	53,470	33	56,502	33	6
Grades 7-9	24,597	15	24,639	14	*
Grades 10-12	5,974	4	5,882	3	-2
Ungraded[c]	0	*	32	*	--
Total	163,329	100	170,931	100	5
Local N or D					
Pre-K and Kindergarten	585	*	1,543	1	164
Grades 1-3	4,179	3	5,880	3	41
Grades 4-6	9,679	7	12,387	7	28
Grades 7-9	51,055	35	57,661	32	13
Grades 10-12	76,568	53	102,662	56	34
Ungraded[d]	3,506	2	1,989	1	-43
Total	145,572	100	182,122	100	25
Total					
Pre-K and Kindergarten	500,985	8	593,401	9	18
Grades 1-3	2,331,660	39	2,568,847	40	10
Grades 4-6	1,792,835	30	1,884,522	29	5
Grades 7-9	962,958	16	1,003,672	16	4
Grades 10-12	307,484	5	350,275	5	14
Ungraded	7,797	*	2,337	*	-70
Total	5,903,719	100	6,403,054	100	8

Table 1.3 (continued)

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Public ungraded participants were reported by three States (Connecticut, Kentucky, and Michigan) in 1991-92 and two States (Connecticut and Michigan) in 1992-93.

c/ Nonpublic ungraded participants were reported by one State (Connecticut) in 1992-93.

d/ Local N or D ungraded participants were reported by six States (Alabama, Connecticut, Kansas, Michigan, Missouri, and Virginia) in 1991-92 and by three States (Connecticut, Kansas, and West Virginia) in 1992-93.

Table 1.4

Chapter 1 Total Participants by Grade -- 1991-92 and 1992-93

Grade	1991-92		1992-93		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Pre-K	96,550	2	116,664	2	21
Kindergarten	404,435	7	476,737	7	18
1	768,077	13	897,729	14	17
2	799,447	14	873,715	14	9
3	764,136	13	797,403	12	4
4	686,679	12	716,429	11	4
5	609,276	10	649,189	10	7
6	496,880	8	518,904	8	4
7	373,059	6	396,415	6	6
8	330,429	6	343,742	5	4
9	259,470	4	263,515	4	2
10	148,230	3	162,638	3	10
11	94,544	2	109,190	2	15
12	64,610	1	78,447	1	21
Ungraded[b/]	7,797	*	2,337	*	-70
Total	5,903,619	100	6,403,054	100	8

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

b/ Ungraded participants were reported by seven States (Alabama, Connecticut, Kansas, Kentucky, Michigan, Missouri, and Virginia) in 1991-92 and by four States (Connecticut, Kansas, Michigan, and West Virginia) in 1992-93.

Table 1.5

Public School Enrollment and Chapter 1 Public Participation for Pre-K through Grade 6, and Grades 7 through 12, 1992-93

State	Pre-K through Grade 6			Grades 7 through 12		
	Public School Enrollment	Public Chapter 1 Participants	% Receiving Chapter 1	Public School Enrollment	Public Chapter 1 Participants	% Receiving Chapter 1
Alabama	408,951	115,137	28	313,053	18,689	6
Alaska	71,802	6,727	9	46,878	681	1
Arizona	391,303	74,849	19	265,677	23,969	9
Arkansas	244,173	67,161	28	194,345	19,830	10
California	2,979,619	954,980	32	2,127,526	307,449	14
Colorado	348,148	32,547	9	244,882	6,420	3
Connecticut	285,792	41,058	14	195,258	9,059	5
Delaware	58,877	8,803	15	43,319	644	1
District of Columbia	50,151	12,518	25	30,467	1,315	4
Florida	1,147,531	185,528	16	784,600	10,946	1
Georgia	687,910	132,453	19	489,659	34,152	7
Hawaii	102,550	11,403	11	72,197	3,388	5
Idaho	124,888	19,174	15	100,792	5,168	5
Illinois	1,052,938	130,765	12	795,228	41,715	5
Indiana	525,153	81,342	15	461,841	6,235	1
Iowa	274,183	30,833	11	217,180	2,598	1
Kansas	258,370	29,671	11	187,020	3,307	2
Kentucky	364,589	85,288	23	281,435	24,052	9
Louisiana	453,370	105,463	23	312,219	2,777	1
Maine	124,535	24,887	20	91,865	3,607	4
Maryland	437,301	65,907	15	298,937	183	0
Massachusetts	493,597	71,956	15	352,558	17,338	5
Michigan	917,801	148,793	16	673,319	23,974	4
Minnesota	440,713	71,750	16	332,858	4,397	1
Mississippi	289,245	103,829	36	214,882	45,179	21
Missouri	466,924	90,426	19	360,480	10,936	3
Montana	88,778	9,195	10	67,001	6,158	9
Nebraska	159,356	26,320	17	120,196	2,411	2
Nevada	126,377	11,273	9	85,433	1,673	2
New Hampshire	102,974	11,293	11	74,164	2,094	3
New Jersey	635,868	122,294	19	473,928	47,752	10
New Mexico	169,632	40,838	24	139,035	10,595	8
New York	1,477,631	295,999	20	1,166,362	120,721	10
North Carolina	624,185	98,325	16	473,413	20,238	4
North Dakota	66,884	9,377	14	51,492	2,058	4
Ohio	1,004,515	167,613	17	779,252	7,894	1
Oklahoma	344,138	48,160	14	244,125	10,941	4
Oregon	281,723	38,676	14	216,891	9,580	4
Pennsylvania	940,534	191,631	20	752,263	44,708	6
Rhode Island	82,838	9,906	12	59,306	4,057	7
South Carolina	357,263	56,871	16	270,207	10,943	4
South Dakota	75,951	11,753	15	55,625	2,304	4
Tennessee	473,306	108,771	23	360,345	16,823	5
Texas	2,057,172	484,935	24	1,407,199	81,525	6
Utah	255,893	30,017	12	200,537	5,560	3
Vermont	58,360	9,955	17	38,777	2,013	5
Virginia	584,635	70,950	12	431,569	5,247	1
Washington	502,727	52,970	11	366,600	8,867	2
West Virginia	169,315	29,199	17	150,934	5,041	3
Wisconsin	459,721	50,794	11	354,950	14,779	4
Wyoming	58,260	4,675	8	43,814	744	2
Puerto Rico	365,403	179,991	49	276,989	83,566	30
Bureau of Indian Affairs	*	11,553	--	*	7,119	--
Nation	24,523,853	4,886,582	20	18,148,882	1,163,419	6

* Data not available

Source: Data on the total number of students enrolled in public schools were obtained from the Digest of Education Statistics, National Center for Education Statistics, 1994.

BEST COPY AVAILABLE

Table 1.6

Percent of Total Chapter 1 Participants by Grade Span:
1979-80 through 1992-93[a/]

Year	Pre-K	Kinder-garten	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Total Students[b/]
1979-80	1%	5%	38%	33%	17%	4%	5,162,822
1980-81	1	6	37	33	19	5	5,075,807
1981-82	1	6	36	34	18	5	4,618,531
1982-83	1	6	37	34	17	5	4,447,634
1983-84	1	6	37	33	18	5	4,572,635
1984-85	1	6	37	32	18	5	4,712,709
1985-86	1	7	39	31	17	5	4,739,870
1986-87	1	6	40	31	17	5	4,732,661
1987-88	1	6	40	31	16	5	4,944,648
1988-89	2	6	40	31	16	5	5,046,873
1989-90	2	7	41	31	16	5	5,327,820
1990-91	2	7	40	30	16	5	5,547,570
1991-92	2	7	39	30	16	5	5,903,619
1992-93	2	7	40	29	16	5	6,403,054

a/ Percents (across) may not add to 100 due to rounding.

b/ Total students include ungraded participants. The ungraded participants comprise less than 1 percent of overall participation in each of the 12 years.

Table 1.7

Total Chapter 1 Participants by Service Area -- 1991-92 and 1992-93

	1991-92		1992-93		
	Number	Percent of all Chapter 1 Participants Served	Number	Percent of all Chapter 1 Participants Served	Percent Change in Number[a/]
Instructional					
Reading	4,230,160	72	4,619,978	72	9
Other Language Arts	1,340,809	23	1,550,882	24	16
Mathematics	2,804,283	48	3,117,213	49	11
Other Instructional Services[b/]	924,889	16	921,015	14	*
Supporting					
Attendance, Social Work, and Guidance	1,084,561	18	1,524,976	24	41
Health and Nutrition	640,805	11	678,307	11	6
Transportation	235,530	4	210,585	3	-11
Other Supporting Services[c/]	624,050	11	558,296	9	-11
Unduplicated Participant Count	5,903,619		6,403,054		

*. Less than 1 percent.

a/ See Tables 1.8 through 1.10 for explanations of year-to-year changes in public, nonpublic, and local neglected or delinquent participant figures.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and English as a Second Language (ESL)/bilingual, among others.

c/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.8

Percent of Total Chapter 1 Participants Served, by Service Area -- 1979-80 to 1992-93[a/]

Year	Instructional			
	Reading	Other Language Arts	Mathematics	Other Instructional
1979-80	77	16	44	16
1980-81	72	13	40	5
1981-82	71	17	41	18
1982-83	74	16	44	9
1983-84	75	19	44	9
1984-85	74	18	45	12
1985-86	74	18	45	15
1986-87	76	20	47	16
1987-88	71	19	45	18
1988-89	72	19	45	17
1989-90	71	21	46	14
1990-91	72	23	45	13
1991-92	72	23	48	16
1992-93	72	24	49	14

Year	Supporting			
	Attendance, Social Work, and Guidance	Health and Nutrition	Transportation	Other Supporting
1979-80	15	25	3	8
1980-81	21	20	5	11
1981-82	20	16	6	13
1982-83	16	14	5	5
1983-84	16	14	4	7
1984-85	15	12	4	6
1985-86	19	13	4	7
1986-87	18	13	4	6
1987-88	15	9	4	7
1988-89	13	13	6	8
1989-90	16	14	5	8
1990-91	16	14	4	7
1991-92	18	11	4	11
1992-93	24	11	3	9

a/ Guam reported service area information in 1979-80 and 1980-81; the Trust Territories reported service area information in 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported service area information in 1979-80.

Table 1.9

Chapter 1 Public School Participants by Service Area -- 1991-92 and 1992-93

	1991-92		1992-93		
	Number	Percent of all Public Chapter 1 Participants Served	Number	Percent of all Public Chapter 1 Participants Served	Percent Change in Number
Instructional					
Reading	4,015,814	72	4,357,816	72	9
Other Language Arts	1,248,697	22	1,429,080	24	14[a/]
Mathematics	2,642,426	47	2,919,233	48	10
Other Instructional Services[b/]	855,860	15	850,760	14	-1
Supporting					
Attendance, Social Work, and Guidance	1,043,638	19	1,457,834	24	40[c/]
Health and Nutrition	636,572	11	669,842	11	5
Transportation	226,720	4	202,839	3	-11[d/]
Other Supporting Services[e/]	603,106	11	544,247	9	-10[f/]
Unduplicated Participant Count	5,594,718		6,050,001		

a/ The increase in the number of public school participants receiving other language arts (180,383) is due primarily to increases in California and Texas. The largest increase was in California, where the number of students receiving this service increased 83,880 from 749,885 to 833,765.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

c/ The increase in the number of public school participant's receiving attendance, social work, and guidance (414,196) is due primarily to Texas where the number of students receiving this service increased 298,853 from 134,546 to 433,399.

d/ The decrease in the number of public school participants receiving transportation services (23,881) is due primarily to Florida where the number of students receiving this service decreased 30,274 from 33,220 to 2,946.

e/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

f/ The decrease in the number of public school students receiving other supporting services (58,859) is due primarily to decreases in two states (California and Texas). The largest decrease was in California, where the number of students receiving this service decreased 83,869, from 92,463 in 1991-92 to 8,594 in 1992-93. Louisiana showed a significant increase in the number of public participants receiving this service (38,004) from 70,236 to 108,240.

Table 1.10

Chapter 1 Nonpublic School Participants by Service Area -- 1991-92 and 1992-93

	1991-92		1992-93		
	Number	Percent of all Nonpublic Chapter 1 Participants Served	Number	Percent of all Nonpublic Chapter 1 Participants Served	Percent Change in Number
Instructional					
Reading	108,657	67	116,485	68	7
Other Language Arts	17,970	11	19,059	11	6[a]
Mathematics	62,053	38	64,219	38	3
Other Instructional Services[b]	20,460	13	21,746	13	6
Supporting					
Attendance, Social Work, and Guidance	22,872	14	23,270	14	2
Health and Nutrition	2,993	2	4,971	3	66[c]
Transportation	7,138	4	5,628	3	-21
Other Supporting Services[d]	5,133	3	8,138	5	58
Unduplicated Participant Count	163,329		170,931		

a/ The increase in the number of nonpublic school students receiving other language arts services (1,089) is due primarily to an increase in Maryland, where the number of students receiving this service increased 1,920 from 79 in 1991-92 to 1,999 in 1992-93.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

c/ The increase in the number of nonpublic school students receiving health and nutrition services (1,978) is due primarily to Puerto Rico where the number of students receiving this service increased 2,177 from 1,414 in 1991-92 to 3,591 in 1992-93.

d/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

Table 1.11

Chapter 1 Local Neglected or Delinquent Participants by Service Area -- 1991-92 and 1992-93

	1991-92		1992-93		
	Number	Percent of all Local N or D Chapter 1 Participants Served	Number	Percent of all Local N or D Chapter 1 Participants Served	Percent Change in Number
Instructional					
Reading	105,689	73	145,677	80	38[a]
Other Language Arts	74,142	51	102,743	56	39[a]
Mathematics	99,804	69	133,761	73	34[a]
Other Instructional Services[b]	48,569	33	48,509	27	*
Supporting					
Attendance, Social Work, and Guidance	18,051	12	43,872	24	143[a]
Health and Nutrition	1,240	1	3,494	2	182
Transportation	1,672	1	2,118	1	27
Other Supporting Services[c]	15,811	11	5,919	3	-63[d]
Unduplicated Participant Count	145,572		182,122		

* Less than 1 percent.

a/ The increases in the number of local N and D students receiving reading, other language arts, mathematics, and attendance social work and guidance services are due primarily to increases in California.

b/ Other instructional services include preschool/early childhood, tutoring, basic skills, readiness, and ESL/bilingual, among others.

c/ Other supporting services include home/school, speech therapy, clothing, media, field trips, nurse, and dental, among others.

d/ The decrease in the number of local N or D students receiving other supporting services (9,892) is due primarily to decreases in California. In California the number of students receiving this service decreased 11,627 from 11,627 in 1991-92 to 0 in 1992-93.

Table 1.12

Chapter 1 FTE Staff by Classification -- 1991-92 and 1992-93

Staff Classification	1991-92		1992-93		Percent Change in Number
	Number	Percent	Number	Percent	
Administrative	3,835	2	4,104	2	7
Teachers	77,344	45	82,310	45	6
Teacher Aides	69,806	41	74,268	41	6
Supporting	8,390	5	7,918	4	-6
Clerical	6,521	4	6,525	4	*
Other[a/]	5,934	3	7,356	4	24
Total	171,830	100	182,481	100	6

a/ The FTE staff category "other" includes such positions as home/school counselor, curriculum specialist, tutor, evaluator, parent coordinator, bus driver/aide, janitor, and computer technician, among others.

Table 1.13

Number and Percent of Chapter 1–Funded FTE Staff
Who Were Teachers and Teacher Aides, 1992–93

State	Total FTE Staff	FTE Teachers	%	FTE Teacher Aides	%
Alabama	4,131	1,881	46	1,683	41
Alaska	239	86	36	115	48
Arizona	2,466	956	39	1,192	48
Arkansas	3,324	1,000	30	2,097	63
California	17,220	2,427	14	11,519	67
Colorado	1,495	871	58	517	35
Connecticut	1,775	776	44	745	42
Delaware	420	118	28	266	63
District of Columbia	375	99	26	234	62
Florida	7,234	2,891	40	3,354	46
Georgia	5,034	2,988	59	1,601	32
Hawaii	511	192	38	170	33
Idaho	953	279	29	644	68
Illinois	6,123	3,834	63	1,427	23
Indiana	4,550	889	20	3,309	73
Iowa	1,321	1,185	90	112	8
Kansas	1,338	788	59	427	32
Kentucky	4,046	1,905	47	1,826	45
Louisiana	4,363	1,347	31	2,363	54
Maine	1,461	401	27	991	68
Maryland	2,714	798	29	1,453	54
Massachusetts	3,572	2,221	62	887	25
Michigan	6,172	2,246	36	3,054	49
Minnesota	2,800	977	35	1,697	61
Mississippi	4,983	1,636	33	2,592	52
Missouri	3,070	1,968	64	899	29
Montana	647	352	54	277	43
Nebraska	920	561	61	294	32
Nevada	392	170	43	196	50
New Hampshire	588	158	27	314	53
New Jersey	6,121	3,682	60	1,605	26
New Mexico	1,524	686	45	706	46
New York	13,588	6,567	48	5,340	39
North Carolina	3,322	2,326	70	734	22
North Dakota	569	324	57	238	42
Ohio	4,949	3,754	76	890	18
Oklahoma	2,168	1,560	72	538	25
Oregon	1,334	592	44	646	48
Pennsylvania	6,940	3,209	46	1,388	20
Rhode Island	438	308	70	67	15
South Carolina	2,912	1,202	41	1,345	46
South Dakota	808	391	48	383	47
Tennessee	4,391	2,063	47	1,904	43
Texas	15,373	6,077	40	7,204	47
Utah	1,195	143	12	988	83
Vermont	551	247	45	272	49
Virginia	3,289	1,778	54	1,142	35
Washington	1,482	603	41	761	51
West Virginia	1,356	800	59	430	32
Wisconsin	2,065	1,449	70	493	24
Wyoming	243	126	52	86	35
Puerto Rico	12,573	8,063	64	266	2
Bureau of Indian Affairs	1,053	340	32	587	56
Nation	182,481	82,310	45	74,268	41

BEST COPY AVAILABLE

Table 1.14

Chapter 1 FTE Teachers and Teacher Aides -- 1979-80 through 1992-93[a/]

Year	Teachers		Teacher Aides		Number of Total Staff[b/]
	Number	Percent of Total Staff	Number	Percent of Total Staff	
1979-80	77,782	40	86,826	45	194,403
1980-81	80,078	43	80,938	44	185,925
1981-82	74,786	45	67,536	40	167,748
1982-83	68,590	46	58,093	39	149,220
1983-84	68,627	46	57,479	38	150,277
1984-85	72,797	46	61,380	39	158,967
1985-86	69,014	45	59,058	39	151,936
1986-87	64,143	46	55,530	39	140,691
1987-88	65,668	46	56,078	39	143,675
1988-89	68,149	45	60,544	40	150,816
1989-90	68,554	46	61,282	41	149,275
1990-91	71,109	45	65,232	41	158,270
1991-92	77,344	45	69,806	41	171,830
1992-93	82,310	45	74,268	41	182,481

a/ Guam reported staff information in 1979-80 and 1980-81; the Trust Territories reported staff information in 1979-80, 1980-81, 1981-82, and 1983-84; and the Virgin Islands reported staff information in 1979-80.

b/ Total staff includes teachers, teacher aides, administrators, curriculum specialists (through 1987-88), supporting staff, clerical staff, and other staff.

Table 1.15

Number of Chapter 1 Participants Per Chapter 1–Funded Teacher and Teacher Aide, 1992–93

State	Total Number of Participants	Number of FTE Teachers and Teacher Aides	Number of Participants Per Teacher and Teacher Aide
Alabama	135,845	3,564	38.1
Alaska	7,796	201	38.8
Arizona	101,519	2,148	47.3
Arkansas	87,557	3,097	28.3
California	1,383,287	13,946	99.2
Colorado	40,404	1,388	29.1
Connecticut	53,923	1,521	35.5
Delaware	10,413	384	27.1
District of Columbia	14,736	333	44.3
Florida	208,018	6,245	33.3
Georgia	168,128	4,589	36.6
Hawaii	14,932	362	41.2
Idaho	24,600	924	26.6
Illinois	181,002	5,261	34.4
Indiana	96,632	4,198	23.0
Iowa	36,595	1,297	28.2
Kansas	35,054	1,215	28.9
Kentucky	112,231	3,731	30.1
Louisiana	115,221	3,710	31.1
Maine	28,685	1,392	20.6
Maryland	69,496	2,251	30.9
Massachusetts	94,272	3,108	30.3
Michigan	176,510	5,300	33.3
Minnesota	81,954	2,674	30.6
Mississippi	151,157	4,248	35.6
Missouri	107,019	2,867	37.3
Montana	16,324	629	26.0
Nebraska	32,335	856	37.8
Nevada	13,476	366	36.8
New Hampshire	13,764	471	29.2
New Jersey	180,627	5,286	34.2
New Mexico	53,964	1,392	38.8
New York	460,025	11,907	38.6
North Carolina	119,472	3,061	39.0
North Dakota	11,893	562	21.2
Ohio	187,643	4,644	40.4
Oklahoma	59,930	2,098	28.6
Oregon	51,412	1,238	41.5
Pennsylvania	262,452	4,597	57.1
Rhode Island	15,173	376	40.4
South Carolina	68,308	2,547	26.8
South Dakota	14,957	774	19.3
Tennessee	128,076	3,964	32.3
Texas	584,603	13,281	44.0
Utah	35,710	1,131	31.6
Vermont	12,217	519	23.5
Virginia	76,937	2,920	26.3
Washington	63,479	1,364	46.5
West Virginia	34,497	1,230	28.0
Wisconsin	69,585	1,942	35.8
Wyoming	5,503	213	25.8
Puerto Rico	275,034	8,329	33.0
Bureau of Indian Affairs	18,672	927	20.1
Nation	6,403,054	156,578	40.9

Table 1.16

Chapter 1 Participants by Racial/Ethnic Classification -- 1991-92 and 1992-93

Racial/Ethnic Classification	1991-92		1992-93		Percent Change in Number
	Number	Percent	Number	Percent	
Native American or Alaskan Native	104,709	2	107,458	2	3
Asian or Pacific Islander	183,644	3	207,750	3	13
Black, not Hispanic	1,590,927	27	1,686,723	27	6
Hispanic	1,608,146	28	1,824,667	29	13
White, not Hispanic	2,316,446	40	2,412,663	39	4
Total	5,803,872[a/]	100	6,239,261[b/]	100	8

a/ In 1991-92, the total number on this table will not correspond to the total on Table 1.1 because in 21 States, the total number reported by racial/ethnic classification was not the same as the total number reported by grade. Sixteen States reported more participants by grade than by racial/ethnic classification. (The largest difference was in California, which reported 84,456 more by grade than by race.) Five States reported more participants by racial/ethnic classification than by grade. (The largest difference was in Mississippi, which reported 776 more by race than by grade.)

b/ In 1992-93, the total number on this table will not correspond to the total on Table 1.1 because in 18 States, the total number reported by racial/ethnic classification was not the same as the total number reported by grade. Eleven States reported more participants by grade than by racial/ethnic classification. (The largest difference was in California, which reported 149,989 more by grade than by race.) Seven States reported more participants by racial/ethnic classification than by grade. (The largest difference was in New Jersey, which reported 504 more by race than by grade.)

Table 1.17

Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification and State — 1992–93

State	Black, Not Hispanic	%	Hispanic	%	White, Not Hispanic	%	Native American or Asian	%	Total
Alabama	73,502	54	372	*	60,930	45	1,041	1	135,845
Alaska	559	7	212	3	2,723	35	4,302	55	7,796
Arizona	7,751	8	45,199	45	29,564	29	19,005	19	101,519
Arkansas	36,889	42	694	1	49,310	56	664	1	87,557
California.	157,442	13	710,465	58	236,748	19	128,643	10	1,233,298
Colorado	4,357	11	16,503	41	18,243	45	1,301	3	40,404
Connecticut	13,597	25	15,101	28	23,738	44	1,200	2	53,636
Delaware	4,385	42	617	6	5,305	51	106	1	10,413
District of Columbia	14,127	96	517	4	39	*	53	*	14,736
Florida	95,822	46	35,436	17	74,647	36	2,113	1	208,018
Georgia	105,471	63	2,305	1	59,422	35	930	1	168,128
Hawaii	272	2	1,092	7	1,320	9	12,248	82	14,932
Idaho	136	1	3,463	14	20,386	83	616	3	24,601
Illinois	86,136	48	24,880	14	68,268	38	1,718	1	181,002
Indiana	23,398	24	2,659	3	69,939	72	636	1	96,632
Iowa	1,166	3	656	2	34,167	93	606	2	36,595
Kansas	6,277	19	3,219	10	23,234	69	946	3	33,676
Kentucky	16,001	14	235	*	95,735	85	260	*	112,231
Louisiana	70,305	61	1,280	1	41,290	36	2,346	2	115,221
Maine	237	1	108	*	28,056	98	284	1	28,685
Maryland	40,974	59	3,135	5	23,795	34	1,592	2	69,496
Massachusetts	17,296	18	20,690	22	50,112	53	6,182	7	94,280
Michigan	64,075	36	6,168	3	103,356	59	2,911	2	176,510
Minnesota	5,050	6	3,224	4	66,249	82	6,264	8	80,787
Mississippi	106,685	70	722	*	43,465	29	679	*	151,551
Missouri	21,979	21	2,624	2	78,723	75	2,243	2	105,569
Montana	120	1	481	3	12,409	76	3,314	20	16,324
Nebraska	3,673	11	2,000	6	25,208	78	1,454	4	32,335
Nevada	2,403	18	3,712	28	6,436	48	925	7	13,476
New Hampshire	204	1	245	2	13,176	96	139	1	13,764
New Jersey	65,701	36	43,630	24	66,870	37	4,930	3	181,131
New Mexico	1,327	2	32,375	60	10,465	19	9,740	18	53,907
New York	144,791	31	149,795	33	140,663	31	24,778	5	460,027
North Carolina	62,036	52	1,639	1	51,428	43	4,217	4	119,320
North Dakota	111	1	146	1	10,064	85	1,572	13	11,893
Ohio	63,332	34	4,892	3	117,835	63	1,584	1	187,643
Oklahoma	10,712	18	2,931	5	35,255	59	11,032	18	59,930
Oregon	2,533	5	4,990	11	36,982	79	2,463	5	46,968
Pennsylvania	88,114	34	19,489	8	143,443	56	5,795	2	256,841
Rhode Island	2,197	14	2,589	17	8,694	57	1,698	11	15,178
South Carolina	47,650	70	358	1	19,696	29	604	1	68,308
South Dakota	109	1	112	1	10,977	73	3,759	25	14,957
Tennessee	51,253	40	488	*	75,757	59	578	*	128,076
Texas	105,491	18	357,416	61	116,395	20	5,301	1	584,603
Utah	599	2	3,903	11	27,647	78	3,428	10	35,577
Vermont	101	1	34	*	11,816	97	266	2	12,217
Virginia	37,417	49	1,637	2	37,184	48	699	1	76,937
Washington	4,619	7	10,454	16	42,688	67	5,718	9	63,479
West Virginia	2,133	6	55	*	32,220	94	49	*	34,457
Wisconsin	16,125	23	3,997	6	46,278	67	3,186	5	69,586
Wyoming	83	2	689	13	4,313	78	418	8	5,503
Puerto Rico	0	0	275,034	100	0	--	0	--	275,034
Bureau of Indian Affairs	0	0	0	--	0	--	18,672	100	18,672
Nation	1,686,723	27	1,824,667	29	2,412,663	39	315,208	5	6,239,261

* Less than one percent

Percents (across) may not add to 100 due to rounding

BEST COPY AVAILABLE

Table 1.18

Number and Percent of Chapter 1 Participants by Racial/Ethnic Classification, 1979-80 through 1992-93

Year	Native American or Asian	Percent of Total	Black, Not Hispanic	Percent of Total	Hispanic	Percent of Total	White, Not Hispanic	Percent of Total	Total Racial/ Ethnic
1979-80	173,685	4	1,371,304	30	702,940	15	2,324,433	51	4,572,362
1980-81	186,120	4	1,299,725	30	859,108	20	2,049,795	47	4,394,748
1981-82	131,789	4	1,002,116	29	582,408	17	1,699,030	50	3,415,343
1982-83	138,721	4	1,040,510	30	730,669	21	1,558,123	45	3,468,023
1983-84	188,138	5	1,122,407	28	924,517	23	1,747,691	44	3,982,753
1984-85	174,870	4	1,252,817	29	898,994	21	1,962,436	46	4,289,117
1985-86	192,984	4	1,319,907	28	1,106,902	24	2,089,988	44	4,709,781
1986-87	199,585	4	1,301,106	28	1,144,865	24	2,054,558	44	4,700,114
1987-88	226,491	5	1,367,197	28	1,231,874	25	2,121,428	43	4,946,990
1988-89	227,938	5	1,368,893	27	1,275,526	25	2,165,591	43	5,037,948
1989-90	244,177	5	1,445,326	28	1,359,025	26	2,162,953	42	5,211,481
1990-91	256,746	5	1,487,977	28	1,439,549	27	2,183,894	41	5,368,166
1991-92	288,353	5	1,590,927	27	1,608,146	28	2,316,446	40	5,803,872
1992-93	315,208	5	1,686,723	27	1,824,667	29	2,412,663	39	6,239,261

Table 1.19

Chapter 1 Participants by Year of Birth -- 1991-92 and 1992-93

Year of Birth[a/]	1991-92		1992-93		Percent Change in Number
	Number	Percent	Number	Percent	
Born 1991-86 (preschool) Born 1992-87	518,784	9	411,117	7	-21
Born 1985-80 (elementary) Born 1986-81	3,884,025	67	4,180,185	67	8
Born 1979-77 (junior high) Born 1980-78	1,014,314	17	1,144,853	18	13
Born 1976-74 (high school) Born 1977-75	359,045	6	435,384	7	21
Born 1973-68 (> 18 yrs old) Born 1974-68	49,223	1	72,055	1	46
Total	5,825,391[b/]	100	6,243,594[c/]	100	7

a/ The year ranges for 1992-93 are indented below the year ranges for 1991-92.

b/ In 1991-92, the total number on this table will not correspond to the total on Table 1.1 because in 20 States, the total number reported by year of birth was not the same as the total number reported by grade. The largest difference was found in California, which reported 69,485 fewer participants by year of birth than by grade.

c/ In 1992-93, the total number on this table will not correspond to the total on Table 1.1 because in 19 States, the total number reported by year of birth was not the same as the total number reported by grade. The largest difference was found in California, which reported 147,236 fewer participants by year of birth than by grade.

Table 1.20

Chapter 1 Participants by Gender -- 1991-92 and 1992-93

Gender	1991-92		1992-93	
	Number	Percent	Number	Percent
Male	3,153,027	54	3,385,435	54
Female	2,647,941	46	2,863,287	46
Total	5,800,968[a/]	100	6,248,722[b/]	100

a/ In 1991-92, the total number on this table will not correspond to the total on Table 1.1 because in 19 States, the total number reported by gender was not the same as the total number reported by grade. The largest difference was found in California, which reported 93,897 fewer participants by gender than by grade.

b/ In 1992-93, the total number on this table will not correspond to the total on Table 1.1 because in 18 States, the total number reported by gender was not the same as the total number reported by grade. The largest difference was found in California, which reported 141,947 fewer participants by gender than by grade.

Table 1.21

Number and Percent of Public Chapter 1 Students Eligible, by State, 1991–92 and 1992–93

State	Number of Public Chapter 1 Students Eligible		Number of Public Chapter 1 Participants		Percent of Public Chapter 1 Eligible Participants Served a/	
	1991–92	1992–93	1991–92	1992–93	1991–92	1992–93
Alabama	196,554	216,999	131,989	133,826	67	62
Alaska	25,578	20,430	7,278	7,408	28	36
Arizona	246,387	256,909	83,048	98,818	34	38
Arkansas	148,811	184,909	75,538	86,991	51	47
California	1,118,440	1,246,009	1,113,191	1,262,429	100	101
Colorado	254,171	267,526	37,390	38,967	15	15
Connecticut	74,724	80,670	50,063	50,117	67	62
Delaware	11,000	9,447	10,040	9,447	91	100
District of Colum	17,082	18,605	14,077	13,833	82	74
Florida	499,318	505,945	178,539	196,474	36	39
Georgia	306,962	281,215	153,565	166,605	50	59
Hawaii	16,849	21,463	14,585	14,791	87	69
Idaho	44,409	46,334	25,453	24,342	57	53
Illinois	212,853	230,412	164,362	172,480	77	75
Indiana	249,172	235,549	85,448	87,577	34	37
Iowa	96,091	97,056	34,739	33,431	36	34
Kansas	59,813	58,930	34,078	32,978	57	56
Kentucky	195,967	198,715	103,488	109,340	53	55
Louisiana	140,125	122,790	131,524	108,240	94	88
Maine	50,006	47,188	27,624	28,494	55	60
Maryland	97,702	95,317	64,711	66,090	66	69
Massachusetts	113,568	113,568	89,294	89,294	79	79
Michigan	269,387	261,457	171,204	172,767	64	66
Minnesota	136,283	142,131	72,568	76,147	53	54
Mississippi	200,795	190,996	155,004	149,008	77	78
Missouri	255,856	279,401	88,711	101,362	35	36
Montana	31,905	33,644	14,760	15,353	46	46
Nebraska	65,201	63,581	26,956	28,731	41	45
Nevada	27,801	29,154	10,924	12,946	39	44
New Hampshire	37,952	39,186	13,403	13,387	35	34
New Jersey	167,463	170,046	165,400	170,046	99	100
New Mexico	71,941	80,918	42,137	51,433	59	64
New York	592,118	688,291	400,499	416,720	68	61
North Carolina	245,240	273,993	123,340	118,563	50	43
North Dakota	17,408	20,575	10,421	11,435	60	56
Ohio	548,859	606,652	133,202	175,507	24	29
Oklahoma	224,333	224,172	57,760	59,101	26	26
Oregon	76,348	82,349	46,432	48,256	61	59
Pennsylvania	206,570	236,339	206,570	236,339	100	100
Rhode Island	54,606	46,840	13,870	13,963	25	30
South Carolina	219,028	216,831	64,864	67,814	30	31
South Dakota	33,233	34,740	13,641	14,057	41	40
Tennessee	210,382	196,592	126,201	125,594	60	64
Texas	443,351	652,421	443,351	566,460	100	87
Utah	52,455	67,663	32,512	35,577	62	53
Vermont	33,561	36,964	11,118	11,968	33	32
Virginia	130,669	140,018	73,459	76,197	56	54
Washington	117,854	105,344	58,854	61,837	50	59
West Virginia	35,902	38,621	33,111	34,240	92	89
Wisconsin	132,611	121,731	66,902	65,573	50	54
Wyoming	15,958	13,279	5,186	5,419	32	41
Puerto Rico	353,171	352,851	263,557	263,557	75	75
Bureau of Indian	39,507	39,234	18,777	18,672	48	48
Nation	9,223,330	9,842,000	5,594,718	6,050,001	61	61

a/ Percent of eligible students receiving services should not be compared across States as eligibility criteria vary based on the decisions made by State and Local education officials.

BEST COPY AVAILABLE

Table 1.22

Number and Percent of Nonpublic Chapter 1 Students Eligible, by State, 1991–92 and 1992–93

State	Number of Nonpublic Chapter 1 Students Eligible		Number of Nonpublic Chapter 1 Participants		Percent of Nonpublic Chapter 1 Eligible Participants Served a/	
	1991–92	1992–93	1991–92	1992–93	1991–92	1992–93
Alabama	573	1,987	519	713	91	36
Alaska	236	487	31	38	13	8
Arizona	10,504	11,636	1,458	1,099	14	9
Arkansas	796	1,037	796	353	100	34
California	27,616	26,546	26,770	25,591	97	96
Colorado	0	625	497	612	—	98
Connecticut	2,583	2,670	2,023	2,057	78	77
Delaware	800	966	758	966	95	100
District of Colum	802	1,104	686	903	86	82
Florida	7,303	8,085	2,610	2,963	36	37
Georgia	661	859	334	434	51	51
Hawaii	197	350	84	141	43	40
Idaho	453	199	453	166	100	83
Illinois	11,121	10,007	7,930	6,969	71	70
Indiana	6,326	4,973	1,796	1,825	28	37
Iowa	6,664	6,285	2,119	1,848	32	29
Kansas	564	698	564	698	100	100
Kentucky	4,524	4,473	1,545	1,540	34	34
Louisiana	5,263	5,259	3,748	5,259	71	100
Maine	979	530	320	169	33	32
Maryland	2,855	2,298	2,766	2,298	97	100
Massachusetts	8,169	8,169	4,383	4,383	54	54
Michigan	3,827	6,625	1,596	3,334	42	50
Minnesota	3,806	3,927	3,008	3,341	79	85
Mississippi	2,405	3,382	1,897	1,900	79	56
Missouri	9,808	11,401	3,785	4,207	39	37
Montana	343	581	174	134	51	23
Nebraska	3,546	3,758	1,771	1,932	50	51
Nevada	122	109	112	86	92	79
New Hampshire	1,479	1,414	287	242	19	17
New Jersey	8,215	8,456	8,203	8,456	100	100
New Mexico	1,600	2,320	916	942	57	41
New York	38,202	37,111	28,670	33,261	75	90
North Carolina	915	844	344	389	38	46
North Dakota	435	499	311	389	71	78
Ohio	25,668	28,518	6,620	6,961	26	24
Oklahoma	300	375	299	371	100	99
Oregon	834	660	437	576	52	87
Pennsylvania	20,022	20,502	20,022	20,502	100	100
Rhode Island	4,257	4,838	1,168	1,125	27	23
South Carolina	521	598	225	95	43	16
South Dakota	1,303	935	352	326	27	35
Tennessee	803	540	473	474	59	88
Texas	12,008	23,386	5,132	5,243	43	22
Utah	200	300	75	133	38	44
Vermont	362	244	150	114	41	47
Virginia	1,756	2,048	611	726	35	35
Washington	1,108	1,221	764	730	69	60
West Virginia	559	560	178	217	32	39
Wisconsin	6,718	7,975	2,532	2,676	38	34
Wyoming	101	125	52	49	51	39
Puerto Rico	17,439	17,439	10,975	10,975	63	63
Bureau of Indian	0	0	0	0	--	--
Nation	267,651	289,934	163,329	170,931	61	59

a/ Percent of eligible students receiving services should not be compared across States as eligibility criteria vary based on the decisions made by State and local education officials.

Table 1.23

Number and Percent of Total Chapter 1 Participants with Disabilities, by State, 1991–92 and 1992–93

State	Total Chapter 1 Participants		Total Chapter 1 Students with Disabilities		Percent of Total	
	1991–92	1992–93	1991–92	1992–93	1991–92	1992–93
Alabama	134,138	135,845	8,264	6,789	6	5
Alaska	7,520	7,796	1,174	1,069	16	14
Arizona	86,177	101,519	2,481	3,714	3	4
Arkansas	76,588	87,557	2,316	2,397	3	3
California	1,209,900	1,383,287	70,979	74,580	6	5
Colorado	38,550	40,404	2,780	3,828	7	9
Connecticut	53,526	53,923	3,539	3,788	7	7
Delaware	10,798	10,413	0	0	—	—
District of Columbia	14,763	14,736	0	0	—	—
Florida	190,193	208,018	26,282	23,743	14	11
Georgia	154,890	168,128	7,672	6,971	5	4
Hawaii	14,669	14,932	282	256	2	2
Idaho	26,027	24,600	1,020	1,152	4	5
Illinois	173,650	181,002	8,816	10,834	5	6
Indiana	94,167	96,632	9,847	10,514	10	11
Iowa	37,782	36,595	1,449	1,540	4	4
Kansas	36,400	35,054	1,377	1,425	4	4
Kentucky	105,964	112,231	3,152	3,869	3	3
Louisiana	137,433	115,221	645	609	*	1
Maine	27,963	28,685	1,893	1,755	7	6
Maryland	68,601	69,496	4,169	3,840	6	6
Massachusetts	94,272	94,272	9,436	9,436	10	10
Michigan	172,904	176,510	3,386	5,798	2	3
Minnesota	77,791	81,954	5,910	6,028	8	7
Mississippi	157,077	151,157	636	414	*	*
Missouri	93,634	107,019	3,313	3,750	4	4
Montana	15,567	16,324	1,253	2,011	8	12
Nebraska	30,194	32,335	1,818	2,345	6	7
Nevada	11,548	13,476	357	227	3	2
New Hampshire	13,880	13,764	1,090	1,065	8	8
New Jersey	175,419	180,627	3,723	3,426	2	2
New Mexico	44,276	53,964	2,649	2,610	6	5
New York	438,727	460,025	19,838	15,468	5	3
North Carolina	124,424	119,472	4,909	3,792	4	3
North Dakota	10,806	11,893	420	618	4	5
Ohio	146,343	187,643	6,496	8,338	4	4
Oklahoma	58,595	59,930	1,972	2,713	3	5
Oregon	48,459	51,412	5,104	5,436	11	11
Pennsylvania	230,938	262,452	313	335	*	*
Rhode Island	15,107	15,173	918	1,058	6	7
South Carolina	65,479	68,308	6,579	7,921	10	12
South Dakota	14,359	14,957	1,132	1,011	8	7
Tennessee	127,728	128,076	9,612	11,270	8	9
Texas	455,359	584,603	42,000	40,338	9	7
Utah	32,587	35,710	2,409	2,716	7	8
Vermont	11,394	12,217	1,331	1,314	12	11
Virginia	74,088	76,937	2,593	2,718	3	4
Washington	60,283	63,479	4,366	4,743	7	7
West Virginia	33,332	34,497	943	1,045	3	3
Wisconsin	70,466	69,585	3,521	3,814	5	5
Wyoming	5,254	5,503	363	396	7	7
Puerto Rico	274,853	275,034	2,767	3,168	1	1
Bureau of Indian Affairs	18,777	18,672	1,679	1,443	9	8
Nation	5,903,619	6,403,054	310,973	319,438	5	5

* Less than one percent

Table 1.24

Number and Percent of Total Chapter 1 Participants with Limited English Proficiency, 1991–92 and 1992–93

State	Total Chapter 1 Participants		Total Chapter 1 Students with Limited English Proficiency		Percent of Total	
	1991–92	1992–93	1991–92	1992–93	1991–92	1992–93
Alabama	134,138	135,845	1,131	419	1	*
Alaska	7,520	7,796	1,316	1,261	18	16
Arizona	86,177	101,519	15,938	22,200	18	22
Arkansas	76,588	87,557	117	144	*	*
California	1,209,900	1,383,287	523,029	581,160	43	42
Colorado	38,550	40,404	1,682	3,049	4	8
Connecticut	53,526	53,923	8,467	9,568	16	18
Delaware	10,798	10,413	222	292	2	3
District of Colum	14,763	14,736	558	395	4	3
Florida	190,193	208,018	20,555	23,575	11	11
Georgia	154,890	168,128	828	1,000	1	1
Hawaii	14,669	14,932	863	983	6	7
Idaho	26,027	24,600	2,132	2,273	8	9
Illinois	173,650	181,002	8,795	10,993	5	6
Indiana	94,167	96,632	485	468	1	*
Iowa	37,782	36,595	407	396	1	1
Kansas	36,400	35,054	648	648	2	2
Kentucky	105,964	112,231	89	123	*	*
Louisiana	137,433	115,221	208	143	*	*
Maine	27,963	28,685	172	181	1	1
Maryland	68,601	69,496	1,370	1,683	2	2
Massachusetts	94,272	94,272	17,120	17,120	18	18
Michigan	172,904	176,510	4,580	4,388	3	2
Minnesota	77,791	81,954	3,978	4,303	5	5
Mississippi	157,077	151,157	259	199	*	*
Missouri	93,634	107,019	79	66	*	*
Montana	15,567	16,324	1,040	1,376	7	8
Nebraska	30,194	32,335	156	200	1	1
Nevada	11,548	13,476	514	764	4	6
New Hampshire	13,880	13,764	206	241	1	2
New Jersey	175,419	180,627	16,913	16,516	10	9
New Mexico	44,276	53,964	11,681	12,289	26	23
New York	438,727	460,025	72,495	69,403	17	15
North Carolina	124,424	119,472	829	732	1	1
North Dakota	10,806	11,893	220	222	2	2
Ohio	146,343	187,643	737	2,214	1	1
Oklahoma	58,595	59,930	1,405	2,538	2	4
Oregon	48,459	51,412	2,310	2,016	5	4
Pennsylvania	230,938	262,452	3,266	3,274	1	1
Rhode Island	15,107	15,173	1,991	2,791	13	18
South Carolina	65,479	68,308	131	70	*	*
South Dakota	14,359	14,957	725	828	5	6
Tennessee	127,728	128,076	348	336	*	*
Texas	455,359	584,603	122,945	97,437	27	17
Utah	32,587	35,710	1,520	1,709	5	5
Vermont	11,394	12,217	35	72	0	1
Virginia	74,088	76,937	445	402	1	1
Washington	60,283	63,479	4,415	4,952	7	8
West Virginia	33,332	34,497	26	40	*	*
Wisconsin	70,466	69,585	1,656	1,759	2	3
Wyoming	5,254	5,503	94	97	2	2
Puerto Rico	274,853	275,034	158,872	158,943	58	58
Bureau of Indian	18,777	18,672	6,466	5,204	34	28
Nation	5,903,619	6,403,054	1,026,469	1,073,455	17	17

* Less than one percent

Table 1.25

Number of Schools with Schoolwide Projects, by State, 1991–92 and 1992–93

State	Number of Schools with Schoolwide Projects 1991–92	1992–93
Alabama	59	56
Alaska	9	9
Arizona	56	69
Arkansas	47	52
California	273	417
Colorado	4	8
Connecticut	—	1
Delaware	—	—
District of Columbia	17	73
Florida	136	138
Georgia	43	78
Hawaii	—	—
Idaho	3	6
Illinois	25	61
Indiana	7	13
Iowa	1	3
Kansas	19	19
Kentucky	79	109
Louisiana	20	17
Maine	—	—
Maryland	30	40
Massachusetts	78	78
Michigan	92	92
Minnesota	4	7
Mississippi	124	102
Missouri	41	43
Montana	—	—
Nebraska	—	2
Nevada	—	—
New Hampshire	—	1
New Jersey	25	34
New Mexico	39	62
New York	145	221
North Carolina	65	102
North Dakota	2	2
Ohio	60	81
Oklahoma	7	20
Oregon	12	13
Pennsylvania	136	19
Rhode Island	3	10
South Carolina	34	118
South Dakota	12	21
Tennessee	129	122
Texas	278	221
Utah	12	11
Vermont	—	—
Virginia	16	31
Washington	3	6
West Virginia	23	34
Wisconsin	20	22
Wyoming	—	—
Puerto Rico	50	49
Bureau of Indian Affairs	68	73
Nation	2,306	2,766

BEST COPY AVAILABLE

Table 1.26

Number of LEAs Operating Innovation Projects, by State, 1991–92 and 1992–93

State	Number of LEAs Operating Innovation Projects 1991–92	1992–93
Alabama	2	2
Alaska	1	2
Arizona	7	7
Arkansas	7	3
California	73	88
Colorado	—	—
Connecticut	—	1
Delaware	—	—
District of Columbia	—	1
Florida	2	2
Georgia	6	2
Hawaii	—	—
Idaho	—	—
Illinois	1	1
Indiana	—	—
Iowa	—	—
Kansas	—	—
Kentucky	1	1
Louisiana	—	3
Maine	—	—
Maryland	19	7
Massachusetts	—	—
Michigan	—	—
Minnesota	9	8
Mississippi	11	5
Missouri	—	—
Montana	—	—
Nebraska	—	—
Nevada	2	3
New Hampshire	—	—
New Jersey	28	15
New Mexico	2	2
New York	34	22
North Carolina	3	4
North Dakota	2	4
Ohio	1	11
Oklahoma	—	—
Oregon	1	1
Pennsylvania	18	—
Rhode Island	2	—
South Carolina	1	—
South Dakota	—	—
Tennessee	7	2
Texas	28	69
Utah	5	3
Vermont	10	—
Virginia	—	—
Washington	—	—
West Virginia	—	—
Wisconsin	37	33
Wyoming	—	—
Puerto Rico	—	—
Bureau of Indian Affairs	—	—
Nation	320	302

Table 2.1

Basic Skills Reading Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	227,498	36	18	25	7
3	228,200	36	18	25	7
4	201,931	36	19	25	6
5	173,351	36	19	24	5
6	133,701	35	19	23	4
7	89,413	35	18	23	5
8	70,749	35	19	23	4
9	33,128	32	21	25	4
10	20,662	31	22	25	3
11	9,130	31	21	23	2
12	3,840	31	14	17	3
Grades 2-12 for the 36 States that reported data	1,191,603		19	24	5

Table 2.2

Basic Skills Mathematics Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	115,482	36	20	32	12
3	134,691	36	20	29	9
4	137,115	36	20	29	9
5	126,161	36	21	27	6
6	105,313	35	21	27	6
7	69,975	35	20	25	5
8	58,925	35	19	24	5
9	25,626	32	19	23	4
10	11,166	32	22	26	4
11	4,370	31	19	22	3
12	1,805	29	16	19	3
Grades 2-12 for the 36 States that reported data	790,629		20	28	8

Table 2.3

Basic Skills Other Language Arts Achievement Results for Chapter 1 Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	50,248	30	18	22	4
3	64,296	32	17	23	6
4	63,716	32	19	23	4
5	66,035	32	20	25	5
6	62,730	32	21	25	4
7	44,787	33	21	25	4
8	41,304	32	23	26	3
9	25,823	29	21	24	3
10	17,944	29	21	23	2
11	10,301	27	20	22	2
12	6,375	23	20	22	2
Grades 2-12 for the 33 States that reported data	453,559		20	24	4

Table 2.4

Advanced Skills Reading Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	383,775	46	18	23	5
3	402,221	46	17	24	7
4	358,189	46	19	24	5
5	334,365	46	19	24	5
6	253,373	45	19	23	4
7	167,676	45	18	22	4
8	144,480	45	19	22	3
9	68,450	43	20	23	3
10	44,652	43	20	23	3
11	28,107	42	19	21	2
12	14,735	41	17	18	1
Grades 2-12 for the 46 States that reported data	2,200,023		18	23	5

Table 2.5

Advanced Skills Mathematics Achievement Results for Chapter 1
Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	Percentile		
			Pretest	Posttest	Change
2	191,221	46	21	28	7
3	215,057	46	21	27	6
4	219,475	46	21	27	6
5	218,245	46	21	25	4
6	173,980	45	21	26	5
7	109,185	44	19	23	4
8	104,146	44	20	23	3
9	45,938	40	20	24	4
10	28,516	39	21	24	3
11	18,599	38	21	25	4
12	10,305	36	24	25	1
Grades 2-12 for the 46 States that reported data	1,334,667		21	26	5

Table 2.6

Basic Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	227,498	36	30.9	36.1	5.2
3	228,200	36	31.1	35.8	4.7
4	201,931	36	31.9	36.0	4.1
5	173,351	36	32.1	35.2	3.1
6	133,701	35	31.5	34.4	2.9
7	89,413	35	31.0	34.9	3.9
8	70,749	35	31.5	34.6	3.1
9	33,128	32	33.5	36.0	2.5
10	20,662	31	33.8	36.4	2.6
11	9,130	31	33.1	34.9	1.8
12	3,840	31	27.6	30.4	2.8
Grades 2-12 for the 36 States that reported data	1,191,603		31.5	35.5	4.0

Table 2.7

Basic Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	115,482	36	32.5	40.4	7.9
3	134,691	36	32.7	38.6	5.9
4	137,115	36	32.6	38.7	6.1
5	126,161	36	33.2	37.4	4.2
6	105,313	35	33.1	37.6	4.5
7	69,975	35	32.4	36.0	3.6
8	58,925	35	32.2	35.3	3.1
9	25,626	32	32.1	34.4	2.3
10	11,166	32	33.8	36.7	2.9
11	4,370	31	31.6	34.2	2.6
12	1,805	29	29.4	31.5	2.1
Grades 2-12 for the 36 States that reported data	790,629		32.7	37.9	5.2

Table 2.8

Basic Skills Other Language Arts Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	50,248	30	30.8	33.7	2.9
3	64,296	32	29.9	34.5	4.6
4	63,716	32	31.5	34.8	3.3
5	66,035	32	32.8	35.8	3.0
6	62,730	32	33.1	36.2	3.1
7	44,787	33	33.2	36.1	2.9
8	41,304	32	34.6	36.6	2.0
9	25,823	29	33.4	35.7	2.3
10	17,944	29	33.1	34.6	1.5
11	10,301	27	32.3	34.0	1.7
12	6,375	23	32.9	34.3	1.4
Grades 2-12 for the 33 States that reported data	453,559		32.3	35.3	3.0

Table 2.9

Advanced Skills Reading Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	383,775	46	30.8	35.0	4.2
3	402,221	46	30.4	35.2	4.8
4	358,189	46	31.5	35.3	3.8
5	334,365	46	32.2	35.3	3.1
6	253,373	45	31.9	34.9	3.0
7	167,676	45	31.4	34.2	2.8
8	144,480	45	32.2	34.1	1.9
9	68,450	43	32.3	34.5	2.2
10	44,652	43	32.7	35.0	2.3
11	28,107	42	32.0	33.5	1.5
12	14,735	41	30.3	31.1	0.8
Grades 2-12 for the 46 States that reported data	2,200,023		31.4	34.9	3.5

Table 2.10

Advanced Skills Mathematics Achievement Results Expressed in NCEs for Chapter 1 Students Tested on an Annual Cycle -- 1992-93

Grade	Weighted Number Tested	Number of States Reporting	NCE		
			Pretest	Posttest	Change
2	191,221	46	33.6	38.1	4.5
3	215,057	46	33.0	37.1	4.1
4	219,475	46	33.0	37.1	4.1
5	218,245	46	33.4	36.1	2.7
6	173,980	45	33.0	36.6	3.6
7	109,185	44	32.2	34.8	2.6
8	104,146	44	32.8	34.9	2.1
9	45,938	40	32.5	35.3	2.8
10	28,516	39	33.1	35.2	2.1
11	18,599	38	33.2	35.8	2.6
12	10,305	36	35.4	36.3	0.9
Grades 2-12 for the 46 States that reported data	1,334,667		33.1	36.5	3.4

Table 2.11

Number and Percent of Chapter 1 Schools Identified for Program Improvement, by State, 1991–92 and 1992–93

State	Number of Schools with Chapter 1		Number of Chapter 1 Schools Identified for Program Improvement a/		Percent of Chapter 1 Schools Identified for Program Improvement	
	1991–92	1992–93	1991–92	1992–93	1991–92	1992–93
Alabama	932	942	455	404	49	43
Alaska	186	182	22	34	12	19
Arizona	601	607	190	219	32	36
Arkansas	1,087	932	405	343	37	37
California	4,062	4,446	396	309	10	7
Colorado	553	579	110	166	20	29
Connecticut	595	618	70	139	12	22
Delaware	110	110	11	24	10	22
District of Columbia	120	106	74	76	62	72
Florida	1,087	1,126	365	332	34	29
Georgia	1,106	1,122	228	228	21	20
Hawaii	100	89	58	39	58	44
Idaho	410	413	100	58	24	14
Illinois	2,396	2,395	726	690	30	29
Indiana	1,116	1,096	199	182	18	17
Iowa	899	894	105	84	12	9
Kansas	740	737	126	75	17	10
Kentucky	988	1,062	284	502	29	47
Louisiana	826	822	346	229	42	28
Maine	551	533	100	98	18	18
Maryland	411	409	208	139	51	34
Massachusetts	1,071	1,071	139	139	13	13
Michigan	2,035	2,057	638	574	31	28
Minnesota	1,010	1,007	153	106	15	11
Mississippi	757	783	412	358	54	46
Missouri	1,049	1,150	197	146	19	13
Montana	582	606	29	28	5	5
Nebraska	316	329	213	251	67	76
Nevada	132	120	15	14	11	12
New Hampshire	319	313	16	25	5	8
New Jersey	1,962	1,917	287	463	15	24
New Mexico	442	452	91	108	21	24
New York	3,121	3,764	285	271	9	7
North Carolina	1,320	1,308	465	409	35	31
North Dakota	328	318	50	45	15	14
Ohio	2,348	2,103	386	333	16	16
Oklahoma	1,064	1,081	91	152	9	14
Oregon	790	790	32	88	4	11
Pennsylvania	2,320	2,284	587	229	25	10
Rhode Island	159	173	71	45	45	26
South Carolina	534	522	158	188	30	36
South Dakota	439	449	58	89	13	20
Tennessee	916	904	327	336	36	37
Texas	5,520	3,958	605	883	11	22
Utah	280	287	47	61	17	21
Vermont	299	299	70	63	23	21
Virginia	866	910	225	234	26	26
Washington	918	1,093	106	100	12	9
West Virginia	535	514	180	134	34	26
Wisconsin	1,378	1,364	332	256	24	19
Wyoming	134	135	18	15	13	11
Puerto Rico	1,505	1,397	967	912	64	65
Bureau of Indian Affairs	169	172	108	117	64	68
Nation	53,494	52,850	11,936	11,542	22	22

a/ Schools may be identified for program improvement for more than one year. As a result, the total figures from one year to the next may include some of the same schools.

BEST COPY AVAILABLE

Table 2.12

Number of LEAs with School Identified for Program Improvement, by State, 1991–92 and 1992–93

State	Number of LEAs 1991–92	1992–93
Alabama	87	95
Alaska	10	18
Arizona	90	93
Arkansas	146	163
California	97	71
Colorado	71	80
Connecticut	30	39
Delaware	6	10
District of Columbia	1	1
Florida	51	56
Georgia	88	89
Hawaii	7	7
Idaho	52	39
Illinois	205	203
Indiana	88	84
Iowa	76	71
Kansas	60	47
Kentucky	123	121
Louisiana	44	45
Maine	60	59
Maryland	20	18
Massachusetts	43	43
Michigan	251	239
Minnesota	99	76
Mississippi	115	102
Missouri	129	82
Montana	25	25
Nebraska	124	135
Nevada	6	4
New Hampshire	13	20
New Jersey	145	242
New Mexico	24	38
New York	53	95
North Carolina	103	85
North Dakota	33	28
Ohio	144	145
Oklahoma	71	99
Oregon	18	40
Pennsylvania	206	121
Rhode Island	23	19
South Carolina	51	59
South Dakota	41	66
Tennessee	88	83
Texas	211	282
Utah	22	23
Vermont	31	32
Virginia	61	71
Washington	56	56
West Virginia	47	48
Wisconsin	140	117
Wyoming	15	11
Puerto Rico	100	1
Bureau of Indian Affairs	108	117
Nation	4,008	4,013

Table 3.1

Chapter 1 LEA Program Allocations and Participation
1991–92 and 1992–93

State	Basic and Concentration Grants Combined			Total Chapter 1 Participation		
	1991–92	1992–93	Percent Change	1991–92	1992–93	Percent Change
Alabama	$121,559,125	$133,725,057	10	134,138	135,845	1
Alaska	9,039,059	10,844,300	20	7,520	7,796	4
Arizona	58,873,468	62,392,791	6	86,177	101,519	18
Arkansas	67,386,728	74,191,849	10	76,588	87,557	14
California	511,559,444	541,365,328	6	1,209,900	1,383,287	14
Colorado	44,320,124	48,859,825	10	38,550	40,404	5
Connecticut	58,508,383	64,153,157	10	53,526	53,923	1
Delaware	15,851,668	17,136,722	8	10,798	10,413	-4
District of Columbia	25,838,942	28,395,623	10	14,763	14,736	*
Florida	235,930,168	269,201,362	14	190,193	208,018	9
Georgia	160,691,129	180,202,186	12	154,890	168,128	9
Hawaii	15,063,746	17,233,800	14	14,669	14,932	2
Idaho	15,963,264	18,016,046	13	26,027	24,600	-5
Illinois	270,088,512	290,864,305	8	173,650	181,002	4
Indiana	84,502,450	93,472,755	11	94,167	96,632	3
Iowa	43,582,243	46,663,086	7	37,782	36,595	-3
Kansas	35,667,933	39,781,859	12	36,400	35,054	-4
Kentucky	100,669,520	110,704,510	10	105,964	112,231	6
Louisiana	134,603,712	148,077,277	10	137,433	115,221	-16
Maine	27,642,158	32,384,592	17	27,963	28,685	3
Maryland	92,137,272	101,703,299	10	68,601	69,496	1
Massachusetts	128,376,639	142,239,863	11	94,272	94,272	*
Michigan	215,307,156	240,054,095	11	172,904	176,510	2
Minnesota	62,601,024	67,214,878	7	77,791	81,954	5
Mississippi	109,345,974	120,288,820	10	157,077	151,157	-4
Missouri	93,971,900	103,059,332	10	93,634	107,019	14
Montana	14,337,183	16,622,171	16	15,567	16,324	5
Nebraska	24,739,701	28,535,457	15	30,194	32,335	7
Nevada	12,115,649	14,275,523	18	11,548	13,476	17
New Hampshire	12,936,207	14,845,248	15	13,880	13,764	-1
New Jersey	182,322,803	200,366,534	10	175,419	180,627	3
New Mexico	40,185,168	44,288,563	10	44,276	53,964	22
New York	606,413,788	669,151,579	10	438,727	460,025	5
North Carolina	134,520,722	153,598,445	14	124,424	119,472	-4
North Dakota	13,285,888	15,021,879	13	10,806	11,893	10
Ohio	199,388,668	224,682,942	13	146,343	187,643	28
Oklahoma	54,058,507	59,600,648	10	58,595	59,930	2
Oregon	43,294,628	47,757,431	10	48,459	51,412	6
Pennsylvania	275,159,841	304,090,451	11	230,938	262,452	14
Rhode Island	21,112,145	23,462,737	11	15,107	15,173	*
South Carolina	86,854,170	95,775,507	10	65,479	68,308	4
South Dakota	17,041,718	18,798,903	10	14,359	14,957	4
Tennessee	119,194,285	131,587,234	10	127,728	128,076	*
Texas	352,572,786	388,020,399	10	455,359	584,603	28
Utah	18,988,132	21,344,179	12	32,587	35,710	10
Vermont	12,425,464	14,407,908	16	11,394	12,217	7
Virginia	114,253,374	119,479,436	5	74,088	76,937	4
Washington	58,630,638	65,429,656	12	60,283	63,479	5
West Virginia	46,405,373	53,737,091	16	33,332	34,497	3
Wisconsin	80,564,195	87,403,318	8	70,466	69,585	-1
Wyoming	6,687,103	7,627,565	14	5,254	5,503	5
Puerto Rico	221,583,987	253,589,901	14	274,853	275,034	*
Bureau of Indian Affairs	31,276,152	34,542,637	10	18,777	18,672	-1
Nation a/	$5,539,430,016	$6,110,270,059	10	5,903,619	6,403,054	8

* Less than 1 percent.

a/ The outlying areas receive funds for the Chapter 1 Basic Grant program but are not required to submit state performance report information and their funds are not included in this total. The total amount of funds allocated for the Chapter 1 Basic and Concentration grant programs (including the outlying areas and set-asides) was $5,557,677,725 in 1991–92 and $6,134,240,000 in 1992–93

Table 3.2

Allocation Per Participant for the Chapter 1 LEA Program — 1991–92 and 1992–93 a/

State	Allocation Per Participant 1991–92	1992–93	Percent Change
Alabama	$906	$984	9
Alaska	1,202	1,391	16
Arizona	683	615	-10
Arkansas	880	847	-4
California	423	391	-7
Colorado	1,150	1,209	5
Connecticut	1,093	1,190	9
Delaware	1,468	1,646	12
District of Columbia	1,750	1,927	10
Florida	1,240	1,294	4
Georgia	1,037	1,072	3
Hawaii	1,027	1,154	12
Idaho	613	732	19
Illinois	1,555	1,607	3
Indiana	897	967	8
Iowa	1,154	1,275	11
Kansas	980	1,135	16
Kentucky	950	986	4
Louisiana	979	1,285	31
Maine	989	1,129	14
Maryland	1,343	1,463	9
Massachusetts	1,362	1,509	11
Michigan	1,245	1,360	9
Minnesota	805	820	2
Mississippi	696	796	14
Missouri	1,004	963	-4
Montana	921	1,018	11
Nebraska	819	882	8
Nevada	1,049	1,059	1
New Hampshire	932	1,079	16
New Jersey	1,039	1,109	7
New Mexico	908	821	-10
New York	1,382	1,455	5
North Carolina	1,081	1,286	19
North Dakota	1,229	1,263	3
Ohio	1,362	1,197	-12
Oklahoma	923	995	8
Oregon	893	929	4
Pennsylvania	1,191	1,159	-3
Rhode Island	1,398	1,546	11
South Carolina	1,326	1,402	6
South Dakota	1,187	1,257	6
Tennessee	933	1,027	10
Texas	774	664	-14
Utah	583	598	3
Vermont	1,091	1,179	8
Virginia	1,542	1,553	1
Washington	973	1,031	6
West Virginia	1,392	1,558	12
Wisconsin	1,143	1,256	10
Wyoming	1,273	1,386	9
Puerto Rico	806	922	14
Bureau of Indian Affairs	1,666	1,850	11
Nation	$938	$954	2

a/ The Chapter 1 allocation per participant figures were computed in the following way: the allocation to the State for a given year was divided by the number of total Chapter 1 participants the State reported during that year. The allocation information was obtained from the ED budget office. This calculation does not take into account funds that may have been carried over from the previous year.

Table 3.3

Number of LEAs Receiving Basic Grants and Number of LEAs Receiving Basic Grants that Also Received Concentration Grants, by State, 1992–93

State	Number of LEAs that Received Basic Grants	Number of LEAs that also Received Concentration Grants
Alabama	127	122
Alaska	54	26
Arizona	215	135
Arkansas	318	311
California	1,002	391
Colorado	176	64
Connecticut	161	14
Delaware	19	6
District of Columbia	0	0
Florida	67	53
Georgia	183	147
Hawaii	7	5
Idaho	109	80
Illinois	861	220
Indiana	292	28
Iowa	418	149
Kansas	304	57
Kentucky	175	135
Louisiana	66	61
Maine	182	86
Maryland	24	9
Massachusetts	323	27
Michigan	551	140
Minnesota	413	176
Mississippi	153	145
Missouri	593	200
Montana	373	140
Nebraska	398	226
Nevada	16	1
New Hampshire	176	101
New Jersey	564	65
New Mexico	88	70
New York	714	271
North Carolina	129	103
North Dakota	233	182
Ohio	611	160
Oklahoma	568	377
Oregon	281	101
Pennsylvania	499	96
Rhode Island	38	4
South Carolina	91	71
South Dakota	172	133
Tennessee	139	119
Texas	1,031	524
Utah	40	31
Vermont	252	147
Virginia	133	78
Washington	294	50
West Virginia	55	42
Wisconsin	420	56
Wyoming	46	12
Puerto Rico	100	100
Bureau of Indian Affairs	172	—
Nation	14,426	6,047

BEST COPY AVAILABLE

Table 3.4

State Program Improvement Grants, by State
1992–93

State	Grant Amount
Alabama	$483,709
Alaska	180,000
Arizona	248,984
Arkansas	280,637
California	2,321,406
Colorado	190,264
Connecticut	248,545
Delaware	180,000
District of Columbia	180,000
Florida	1,052,660
Georgia	655,462
Hawaii	180,000
Idaho	180,000
Illinois	1,118,412
Indiana	354,821
Iowa	180,000
Kansas	180,000
Kentucky	411,774
Louisiana	545,690
Maine	180,000
Maryland	374,229
Massachusetts	567,537
Michigan	927,547
Minnesota	253,053
Mississippi	435,374
Missouri	376,014
Montana	180,000
Nebraska	180,000
Nevada	180,000
New Hampshire	180,000
New Jersey	739,221
New Mexico	180,000
New York	2,467,056
North Carolina	564,088
North Dakota	180,000
Ohio	827,011
Oklahoma	216,746
Oregon	224,715
Pennsylvania	1,155,526
Rhode Island	180,000
South Carolina	344,974
South Dakota	180,000
Tennessee	472,598
Texas	1,542,774
Utah	180,000
Vermont	180,000
Virginia	432,806
Washington	287,356
West Virginia	193,286
Wisconsin	323,789
Wyoming	180,000
Puerto Rico	916,936
Bureau of Indian Affairs a/	--
Nation	$24,975,000

a/ The Bureau of Indian Affairs does not receive State Program Improvement Grant funding.

Table 4.1

Chapter 1 State Agency Neglected or Delinquent Students
by Institutional Designation, 1992-93

	Number	Percent
Neglected	4,144	7
Delinquent	39,445	62
Adult Correctional	19,769	31
Total	63,358	100

Table 4.2

Total Chapter 1 State Agency Neglected or Delinquent Students
by Age Span -- 1991-92 and 1992-93

Age Span (Years)	1991-92		1992-93		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
0 - 9	174	*	170	*	-2
10 - 13	3,219	5	2,623	4	-19
14 - 16	24,369	38	23,511	37	-4
17 - 20	35,929	56	37,054	58	3
Total	63,691	100	63,358	100	-1

* Less than 1 percent.

a/ Percents may not add to 100 due to rounding.

Table 4.3

Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students by Age Span -- 1991-92 and 1992-93

Age Span (Years)	1991-92		1992-93		Percent Change in Number
	Number	Percent	Number	Percent	
Neglected					
0 - 9	172	6	163	4	-5
10 - 13	602	21	711	17	18
14 - 16	1,438	51	1,976	48	37
17 - 20	610	22	1,294	31	112
Total	2,822	100	4,144	100	47
Delinquent					
0 - 9	2	*	7	*	250
10 - 13	2,256	6	1,910	5	-15
14 - 16	21,521	55	21,180	54	-2
17 - 20	15,342	39	16,348	41	7
Total	39,121	100	39,445	100	1
Adult Correctional					
0 - 9	0	--	0	--	--
10 - 13	361	2	2	*	-99
14 - 16	1,410	6	355	2	-75
17 - 20	19,977	92	19,412	98	-3
Total	21,748	100	19,769	100	-9

* Less than 1 percent.

Table 4.4

Total Chapter 1 State Agency Neglected or Delinquent Students
Receiving Chapter 1 Services by Service Area -- 1992-93

	Total	
	Number	Percent Served
Instructional		
Reading	37,058	58
Other Language Arts	21,321	34
Mathematics	35,297	56
Other Instructional	9,134	14
Supporting		
Attendance, Social Work, and Guidance	8,277	13
Health and Nutrition	1,503	2
Transportation	213	*
Other Supporting	4,906	8
Participant Count[a/]	63,358	

* Less than 1 percent.

a/ This figure represents the number of participants reported by institutional designation. (See Table 4.1)

Table 4.5

Neglected, Delinquent, and Adult Correctional Chapter 1 State Agency Neglected or Delinquent Students Receiving Chapter 1 Services by Service Area -- 1992-93

	Neglected		Delinquent		Adult Correctional	
	Number	Percent Served	Number	Percent Served	Number	Percent Served
Instructional						
Reading	3,267	79	21,983	56	11,808	60
Other Language Arts	651	16	13,162	33	7,508	38
Mathematics	2,650	64	21,968	56	10,679	54
Other Instructional	126	3	5,913	15	3,095	16
Supporting						
Attendance, Social Work, and Guidance	57	1	2,531	6	5,689	29
Health and Nutrition	152	4	1,213	3	138	1
Transportation	9	*	185	*	19	*
Other Supporting	118	3	4,054	10	734	4
Participant Count[a/]	4,144		39,445		19,769	

* Less than 1 percent.

a/ These figures represent the number of participants reported by institutional designation. (See Table 4.1)

Table 4.6

Chapter 1 State Agency Neglected or Delinquent Students by Racial/Ethnic Classification -- 1991-92 and 1992-93

Racial/Ethnic Classification	1991-92		1992-93		Percent Change in Number
	Number	Percent[a/]	Number	Percent[a/]	
Native American or Alaskan Native	1,135	2	1,082	2	-5
Asian or Pacific Islander	906	1	990	2	9
Black, not Hispanic	30,516	48	29,131	46	-5
Hispanic	10,338	16	11,087	18	7
White, not Hispanic	20,822	33	20,959	33	1
Other	17	*	102	*	500
Total	63,734[b/]	100	63,351[b/]	100	-1

a/ Percents may not add to 100 due to rounding.

b/ In 1991-92 and 1992-93, the totals will not correspond to the totals on Table 4.2 because, for both years, in several states, the total number reported by racial/ethnic classification was not the same as the total number reported by age span.

Table 4.7

Chapter 1 State Agency Neglected or Delinquent Students
by Gender -- 1991-92 and 1992-93

Gender	1991-92		1992-93		Percent Change in Number
	Number	Percent	Number	Percent	
Male	57,863	91	57,088	90	-1
Female	5,881	9	6,279	10	7
Total	63,744[a/]	100	63,367[a/]	100	-1

a/ In 1991-92 and 1992-93, the totals in this table will not correspond to the totals on Table 4.2 because, for both years, in several states the total number reported by gender was not the same as the total number reported by age span.

Table 4.8

Number and Percent of Eligible State Agency N or D Participants Receiving Chapter 1 Services, by State, 1992–93

State	Number of Students Eligible to Receive Services	Total Number of Participants	Percent of Eligible Students Served
Alabama	2,606	2,606	100
Alaska	274	233	85
Arizona	2,907	948	33
Arkansas	1,499	528	35
California	9,694	2,388	25
Colorado	533	411	77
Connecticut	2,377	2,377	100
Delaware	253	253	100
District of Columbia	2,406	668	28
Florida	2,148	1,933	90
Georgia	2,542	1,338	53
Hawaii	682	682	100
Idaho	280	137	49
Illinois	3,141	1,847	59
Indiana	3,168	1,098	35
Iowa	763	398	52
Kansas	1,438	1,239	86
Kentucky	2,284	1,299	57
Louisiana	1,566	1,438	92
Maine	606	582	96
Maryland	2,637	1,218	46
Massachusetts	1,537	871	57
Michigan	2,184	1,303	60
Minnesota	—	—	—
Mississippi	1,371	956	70
Missouri	582	582	100
Montana	445	413	93
Nebraska	1,265	1,027	81
Nevada	886	547	62
New Hampshire	175	175	100
New Jersey	2,217	1,390	63
New Mexico	1,041	903	87
New York	11,057	6,353	57
North Carolina	—	—	—
North Dakota	69	69	100
Ohio	4,935	3,361	68
Oklahoma	641	493	77
Oregon	1,514	1,114	74
Pennsylvania	1,357	1,100	81
Rhode Island	664	504	76
South Carolina	4,054	1,504	37
South Dakota	250	124	50
Tennessee	2,994	1,227	41
Texas	3,015	1,659	55
Utah	897	842	94
Vermont	552	480	87
Virginia	1,724	1,303	76
Washington	7,069	5,969	84
West Virginia	1,070	695	65
Wisconsin	2,219	1,644	74
Wyoming	261	195	75
Puerto Rico	3,105	3,105	100
Bureau of Indian Affairs a/	—	—	—
Nation	102,954	63,529	62

a/ The Bureau of Indian Affairs does not receive State N or D funding.

Table 4.9

Chapter 1 Allocations for the State Agency Neglected or Delinquent Program — 1991–92 and 1992–93

State	State N or D Allocations 1991–92	1992–93	Percent Change
Alabama	$347,217	$435,124	25
Alaska	175,627	195,978	12
Arizona	354,055	314,502	-11
Arkansas	271,083	281,449	4
California	3,257,473	3,569,080	10
Colorado	247,148	250,062	1
Connecticut	448,153	536,134	20
Delaware	85,317	105,512	24
District of Columbia	615,129	675,132	10
Florida	1,044,664	954,792	-9
Georgia	715,018	709,009	-1
Hawaii	72,865	101,402	39
Idaho	96,898	103,025	6
Illinois	1,100,054	1,189,341	8
Indiana	792,677	856,533	8
Iowa	308,814	309,911	*
Kansas	652,983	723,640	11
Kentucky	552,549	592,827	7
Louisiana	604,458	608,943	1
Maine	268,959	282,256	5
Maryland	926,586	993,705	7
Massachusetts	751,824	738,156	-2
Michigan	1,335,818	1,162,571	-13
Minnesota	273,067	240,606	-12
Mississippi	408,932	388,503	-5
Missouri	477,629	620,031	30
Montana	133,338	167,269	25
Nebraska	192,265	187,330	-3
Nevada	198,099	225,113	14
New Hampshire	171,588	174,452	2
New Jersey	1,864,419	1,535,019	-18
New Mexico	267,046	252,095	-6
New York	4,191,699	3,710,637	-11
North Carolina	1,018,966	1,079,228	6
North Dakota	38,981	30,437	-22
Ohio	2,766,000	2,510,323	-9
Oklahoma	202,447	183,604	-9
Oregon	675,413	683,441	1
Pennsylvania	1,198,246	1,086,082	-9
Rhode Island	280,312	294,399	5
South Carolina	1,011,083	1,157,452	14
South Dakota	90,553	93,816	4
Tennessee	736,539	736,142	*
Texas	1,322,357	1,436,074	9
Utah	192,065	180,726	-6
Vermont	109,638	97,557	-11
Virginia	863,092	848,268	-2
Washington	1,137,567	1,194,109	5
West Virginia	240,134	259,913	8
Wisconsin	696,254	700,872	1
Wyoming	136,580	121,190	-11
Puerto Rico	187,853	170,228	-9
Bureau of Indian Affairs a/			
Nation	$36,107,531	$36,054,000	*

* Less than one percent

a/ Bureau of Indian Affairs does not receive State N or D funding.

APPENDICES

APPENDIX A

CHAPTER 1 EVALUATION REQUIREMENTS

Evaluation requirements have been part of the Title I/Chapter 1 law since its inception, but States were not required to report to the Federal government in a uniform way until 1979. Beginning with the 1979-80 school year, each State educational agency (SEA) compiled reports from each of its public school districts, or an approved representative sample of its districts, and submitted a State report (known as the State Performance Report) to the U.S. Department of Education (ED).[1] The State Performance Report used for the 1992-93 school year is the fifth to incorporate the new provisions of P.L. 100-297.

Under the revised form, beginning with the 1988-89 school year, States are required to submit the following information annually to ED:

The Chapter 1 LEA Program

- the number of school districts receiving basic and concentration grants;
- the number of schools operating Chapter 1 programs;
- the number of public and nonpublic students eligible to participate in Chapter 1;
- the number of Chapter 1 participants by gender, racial/ethnic classification, and year of birth;
- the number of public, nonpublic, and local neglected or delinquent (N or D) participants by grade;
- the number of participants who are handicapped or limited English proficient;

---

[1]If a State sampled its school districts for reporting participation and staffing information, the inclusion or exclusion of districts in any reporting year may account for fluctuations in the figures from year to year. The 1986-87 school year was the last year that any States reported participation and staffing information based on a sample of school districts.

- the number of public, nonpublic, and local N or D participants by type of instructional and supporting services received;
- the number of full-time equivalent (FTE) staff funded by Chapter 1 by category;
- the number of school districts and schools subject to school program improvement provisions;
- the number of schools operating schoolwide projects;
- the number of school districts operating innovation projects;
- achievement information in reading, mathematics, and language arts for an annual test cycle; and
- achievement scores for more advanced skills for reading and mathematics.

The Chapter 1 State Agency Neglected or Delinquent (N or D) Program

Number of participants:

- by gender;
- by age span by institutional designation (neglected, delinquent, and adult correctional);
- by service area by institutional designation;
- by race/ethnicity; and
- eligible for and receiving services.

APPENDIX B

REPORTING PROBLEMS

Although State Performance Report data has been collected and reported since the 1979-80 school year, in recent years concerns have been raised regarding the appropriate use and interpretation of the data. Some of these issues are examined below.

Data Quality

Although the yearly data submitted by the States goes through an extensive edit check process, data anomalies occur. For example:

- Since the 1979-80 school year, California has reported a figure that includes students in Chapter 1 programs plus those enrolled in State compensatory education programs. This combined figure overstates the actual number of Chapter 1 participants. To resolve this situation, in 1987, the U.S. Department of Education and the California State Department of Education reached an agreement to allocate to Chapter 1 only a portion of the total number of participants and staff in California, according to a formula based on the proportion of funding received from Federal versus State programs.[1] This adjustment serves as a proxy for actual counts of Chapter 1 students.

- For the 1990-91 school year, Texas reported serving a total of 512 LEP students under Chapter 1. Although this figure did not appear reasonable, State officials were unable to revise it. Therefore, the figure reported for 1989-90 (86,866) was used as a proxy.

- Several States do not appear to be collecting actual information on participants' year of birth from school districts. Instead, for the purposes of Federal reporting, birth years are estimated for different grade levels.

---

[1]For a given year, a percentage is determined by dividing California's Chapter 1 funding by the sum of its Chapter 1 and State Compensatory Education (SCE) funding (Chapter 1/ ((Chapter 1 + SCE)). The resulting percentage is then applied to the reported number of participants and staff in order to estimate the number of Chapter 1 participants and staff in California. This percentage has ranged from 70.5 percent in 1979-80 to 86.6 percent in 1992-93.

The Chapter 1 Implementation Study[2] collected district level achievement information and, in the course of this data collection, determined that many Chapter 1 coordinators are not well grounded in standardized testing and how to assess the completeness of test score information. This may result in the submission of incomplete or implausible information. Examples include:

- Districts submitted data where the number of Chapter 1 students pretested was greater than the number of students enrolled in Chapter 1; and
- The number of students reported by the district with matched pre- and post-test scores exceeded the number of students pretested.

Since the same Chapter 1 coordinators are also responsible for compiling and reporting the achievement data for the State Performance Reports, it is possible that these data have similar problems.

Unit of Analysis

Although the data presented in this report provide a picture of Chapter 1 participation at the national and State levels, it is limited in several respects. First, the smallest unit of analysis available is the State level. It is not possible to examine Chapter 1 participation by individual district or analyze the data in conjunction with other databases at the LEA level (such as the Common Core of Data or the General Education Provisions Act (GEPA) Section 406A data collection). Second, since the data collected are not matched information, it is not possible to perform student-level analysis (e.g., service delivery by grade or achievement results by gender). Similarly, we know how many students received each instructional and supporting service, but do not know how many of the services each individual student received. Finally, the instructional and supporting service data do not give any indication of the intensity of services received by each student.

Use of Norm Referenced Tests (NRTs)

While NRTs have a number of strengths (particularly that they can produce objective, reliable information for an investment of relatively little time and money), the NRT achievement data collected by the State Performance Reports do not reflect the advances made in cognitive science in recent years. Unlike the NRTs, newer student assessment instruments evaluate the students' ability to synthesize information and demonstrate their

---

[2]The Chapter 1 Implementation Study: Interim Report, Abt Associates, 1992.

skills in solving real-world problems. Also, the State Performance Reports' dependence on a normative standard has been questioned. Setting program goals toward average performance of other students can limit what is expected and what is taught. In addition, the present reporting system does not fully support the legislative mandate to examine advanced skills. Reporting reading comprehension and mathematics applications/problem solving subtests falls short of the mandate. Although these subtests approach an assessment of advanced skills, the multiple choice format limits the student to one problem solving strategy rather than applying the variety of skills necessary to answer open-ended questions.

There are substantial limitations to using NRTs to select schools for program improvement. Currently a school is targeted for program improvement if the aggregate achievement scores of Chapter 1 students show no change or decline over the course of the year. However, because of the tests' relatively large standard error, some schools are identified for program improvement -- only to show a score gain without any intervention. Many program improvements may take longer than an academic year to be reflected in results--and implementation of reforms sometimes causes an initial decline in test scores. Moreover, narrow emphasis on scores can encourage coaching students to score well on the test, rather than focusing on mastering the curriculum. Finally, the NRTs provide little guidance on how to improve individual instruction or modify school programs.

Alternative Chapter 1 Data

Many of the problems discussed above are absent from the Congressionally-mandated Prospects study, which measures the characteristics and achievement of a nationally representative cohort of Chapter 1 and non-Chapter 1 participants. The use of common participation and achievement measures provides reliable point-in-time and longitudinal data for reliable analysis of school poverty, parent involvement, teacher preparation, the range of programs offered to students, and other factors influencing student achievement.

Differences in the methods used to collect State-reported versus Prospects data are reflected in analyses and findings. While State-reported data indicate pre- to post-test gains for Chapter 1 students in reading, math, and other areas between 1991 and 1992, comparable national data in Prospects show relatively little change, overall, in student achievement with Chapter 1 students failing to close the achievement gap with other students and unlike the State-reported data which cannot be disaggregated below the State level, Prospects identifies lagging student achievement as a particular problem in schools with high concentrations of poverty.

APPENDIX C

DATA COLLECTION FORM, SCHOOL YEAR 1992-93

Form approved
OMB No. 1810-0037
Expiration Date: 07/31/9

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

INSTRUCTIONS FOR COMPLETING STATE PERFORMANCE REPORT (CHAPTER 1 BASIC GRANTS AND STATE NEGLECTED AND DELINQUENT)

PART I. CHAPTER 1 PARTICIPATION INFORMATION - REGULAR SCHOOL TERM

ITEM A. Enter the number of local educational agencies (LEAs) that received (1) Chapter 1 Basic Grants and (2) Chapter 1 Concentratio Grants.

ITEM B. Enter the number of public schools that operated Chapter 1 projects during the regular school year.

ITEM C. Enter the number of public and nonpublic students located in all eligible public school attendance areas during the regular schoc year who were educationally disadvantaged (i.e., children whose educational attainment is below the level that is appropriate for children c their age). Note: include in children in all eligible attendance areas and all grades (K-12), whether or not the attendance area or grade is participating in the Chapter 1 program.

ITEM D1. Enter the number of Chapter 1 participants during the regular school year by gender. Enter total.

ITEM D2. Enter the number of Chapter 1 participants during the regular school year who were of each designated racial/ethnic group. Enter total.

ITEM D3. Enter the number of Chapter 1 participants born in each indicated year. Enter total.

ITEM D4. Enter for each grade the number of Chapter 1 participants during the regular school year in (a) public schools, (b) nonpublic schools, and (c) local institutions for the neglected or delinquent (n or d). Do not include students in State institutions. Enter combined public, nonpublic, local n or d total. The totals for items D1, D2, D3 and D4 should be the same. If not, explain any discrepancies.

ITEM D5. Enter the number of participants in D4 with handicapping conditions (i.e., children with individualized educational plans required by P.L. 94-142).

ITEM D6. Enter the number of participants in D4 with limited English proficiency as determined by State or local criteria.

ITEM E. Enter the number of participants who received each category of service as (a) public school students, (b) nonpublic school students, or (c) students from local institutions for the n or d. Enter the total of each category of service in the last column.

PART II. CHAPTER 1 STAFF INFORMATION

Enter the number of full-time equivalent staff during the regular school year funded by Chapter 1 according to job category. "Staff providin supporting services" should include only non-clerical staff providing the supporting services listed in Part I, Item E.

PART III. CHAPTER 1 PROGRAM INFORMATION - REGULAR SCHOOL TERM

ITEM A. Enter the number of school districts that have schools planning or implementing School Program Improvement plans, under Section 1021 of the Act.

ITEM B. Enter the number of schools that are planning and/or implementing School Program Improvement plans under Section 1021 of th Act.

ITEM C. Enter the number of schools that have school wide projects, under Section 1015 of the Act.

ITEM D. Enter the number of school districts that have innovative projects, as specified in Section 1011(b) of the Act.

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION - REGULAR SCHOOL TERM

Complete a separate page (use extra sheets as necessary) for achievement data for each subject matter area listed, and mark the appropriate label. In assessing achievement in language arts, an LEA may use tests designed to measure language arts or reading.

Form approved
OMB No. 1810-0037
Expiration Date: 07/31/92

U.S. DEPARTMENT OF EDUCATION

Public reporting burden for this collection is estimated to average 440.9 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1810-0037, Washington, D.C. 20503.

STATE PERFORMANCE REPORT

CHAPTER 1, BASIC GRANTS AND STATE NEGLECTED AND DELINQUENT

Each State educational agency (SEA) shall collect data on the race, age, gender, number of children served by grade level and number with handicapping conditions served by programs assisted under this chapter and annually submit such data to the Secretary. In accordance with national standards, each SEA shall conduct an evaluation of the programs assisted under this chapter at least every two years and submit that evaluation to the Secretary. (Section 1019 of Chapter 1 of Title I of ESEA)

SCHOOL YEAR _____

NAME OF STATE EDUCATIONAL AGENCY (SEA) OFFICE OR UNIT SUBMITTING THIS REPORT

ADDRESS (INCLUDE NUMBER, STREET, CITY, STATE, AND ZIP CODE)

NAME OF PERSON TO BE CONTACTED ABOUT THIS REPORT | TITLE

CONTACTS TELEPHONE NUMBER (AREA CODE NUMBER AND EXTENSION)

INFORMATION, COMMENTS, AND RECOMMENDATIONS ON SOURCES OF DATA, METHODS OF SECURING AND COMPILING DATA, AND RECOMMENDATIONS FOR FUTURE STATE REPORTS

CERTIFICATION

THIS REPORT CONTAINS THE MOST ACCURATE DATA AVAILABLE TO THIS SEA.

SIGNATURE | TITLE | DATE

15-0067
V1SEO 11/89

PART I. CHAPTER 1 PARTICIPATION INFORMATION REGULAR SCHOOL TERM

OMB No. 1810-0037
Exp. Date: 07/31/9

_____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:

A. GIVE THE NUMBER OF SCHOOL DISTRICTS RECEIVING CHAPTER 1 FUNDS.

_____ BASIC GRANTS _____ CONCENTRATION GRANTS

B. GIVE THE NUMBER OF SCHOOLS OPERATING CHAPTER 1 PROJECTS.

_____

C. GIVE THE NUMBER OF CHILDREN ELIGIBLE TO PARTICIPATE IN CHAPTER 1 DURING THE REGULAR TERM. _____ PUBLIC _____ NONPUBLIC

D. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS DURING THE REGULAR TERM.

1. BY GENDER _____ MALE _____ FEMALE _____ TOTAL

2. BY RACIAL/ETHNIC GROUP

_____ AMERICAN INDIAN OR ALASKAN NATIVE
_____ ASIAN OR PACIFIC ISLANDER
_____ BLACK, NOT HISPANIC
_____ HISPANIC
_____ WHITE, NOT HISPANIC
_____ TOTAL

3. BY YEAR OF BIRTH

1968	_____	1975	_____	1982	_____
1969	_____	1976	_____	1983	_____
1970	_____	1977	_____	1984	_____
1971	_____	1978	_____	1985	_____
1972	_____	1979	_____	1986	_____
1973	_____	1980	_____	1987	_____
1974	_____	1981	_____	1988	_____
				TOTAL	_____

4. BY GRADE AND PUBLIC / NONPUBLIC / LOCAL NEGLECTED OR DELINQUENT DESIGNATION

GRADE	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
PRE-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
TOTAL				

OMB No. 1810-0037
Exp. Date: 07/31/92

_____
STATE NAME

EXPLAIN ANY DISCREPANCIES AMONG THE TOTAL COUNTS REPORTED IN RESPONSE TO QUESTIONS D 1-4.

_____ 5. OF THOSE COUNTED IN NUMBER 4, GIVE THE NUMBER OF STUDENTS WITH HANDICAPPING CONDITIONS.

_____ 6. OF THOSE COUNTED IN NUMBER 4, GIVE THE NUMBER OF LIMITED ENGLISH PROFICIENT STUDENTS.

E. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS DURING THE REGULAR TERM BY TYPE OF SERVICE AND PUBLIC / NONPUBLIC / INSTITUTIONAL DESIGNATION.

SERVICE AREA	PUBLIC	NONPUBLIC	LOCAL NEGLECTED OR DELINQUENT	TOTAL
INSTRUCTIONAL				
READING				
OTHER LANGUAGE ARTS NOT ABOVE				
MATHEMATICS				
OTHER (SPECIFY)				
SUPPORTING				
GUIDANCE SOCIAL WORK				
HEALTH NUTRITION				
PUPIL TRANSPORTATION				
OTHER (SPECIFY)				

OMB No. 1810-0
Exp. Date: 07

PART II. CHAPTER 1 STAFF INFORMATION

_____

STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:
GIVE THE NUMBER OF STAFF EMPLOYED IN CHAPTER 1 PROJECTS DURING THE REGULAR TERM. REPORT IN FULL-TIME EQUIVALENTS BY JOB CLASSIFICATION.

JOB CLASSIFICATION	FULL-TIME EQUIVALENTS
ADMINISTRATORS (NON CLERICAL)	
TEACHERS	
TEACHER AIDES	
STAFF PROVIDING SUPPORTING SERVICES (NON CLERICAL)	
CLERICAL STAFF	
OTHER (SPECIFY)	

PART III. CHAPTER 1 PROGRAM INFORMATION REGULAR SCHOOL TERM

FOR THE PERIOD COVERED BY THIS REPORT:

_____ GIVE THE NUMBER OF LEAs WITH SCHOOLS SUBJECT TO SCHOOL PROGRAM IMPROVEMENT PROVISIONS.

_____ GIVE THE NUMBER OF SCHOOLS SUBJECT TO SCHOOL PROGRAM IMPROVEMENT PROVISIONS.

_____ GIVE THE NUMBER OF SCHOOLS OPERATING SCHOOLWIDE PROJECTS.

_____ GIVE THE NUMBER OF LEAs OPERATING INNOVATIVE PROJECTS.

OMB No. 1810-0
Exp. Date: 07/

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION REGULAR SCHOOL TERM (CON'T)

_____
STATE NAME

SUBJECT MATTER: BASIC SKILLS _____ READING _____ MATHEMATICS

_____ OTHER LANGUAGE ARTS

ADVANCED SKILLS _____ READING COMPREHENSION

_____ MATH PROBLEMS & APPLICATIONS

FOR THE PERIOD COVERED BY THIS REPORT:

C. STATEWIDE ACHIEVEMENT FOR THE REGULAR SCHOOL YEAR BY GRADE LEVEL FOR FALL-SPRING EVALUATIONS (ONLY FOR SCHOOL YEARS 1988-89 AND 1989-90)

CHAPTER 1 PARTICIPANTS BY GRADE		CHAPTER 1 PARTICIPANTS WITH PRE AND POST-TEST SCORES(N)	PRE-TEST NCE SCORE (WEIGHTED MEAN)	POST-TEST NCE SCORE (WEIGHTED MEAN)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

_____ D. TOTAL NUMBER OF CHAPTER 1 STUDENTS INCLUDED IN THE ABOVE STATEWIDE ACHIEVEMENT DATA WHO ATTEND NONPUBLIC SCHOOLS.

ARE YOUR ACHIEVEMENT DATA INCLUDED IN THE ABOVE SUBJECT MATTER SUMMARIES COLLECTED:

_____ FROM ALL SCHOOL DISTRICTS

_____ IN CONFORMANCE WITH AN APPROVED SAMPLING PLAN

_____ NEITHER

IF NEITHER, EXPLAIN THE REASON(S).

OMB No. 1810-0037
Exp. Date: 07/31/9

PART IV. CHAPTER 1 ACHIEVEMENT INFORMATION REGULAR SCHOOL TERM

_____
STATE NAME

SUBJECT MATTER: BASIC SKILLS _____ READING _____ MATHEMATICS

_____ OTHER LANGUAGE ARTS

ADVANCED SKILLS _____ READING COMPREHENSION

_____ MATH PROBLEMS & APPLICATIONS

FOR THE PERIOD COVERED BY THIS REPORT:

A. STATEWIDE ACHIEVEMENT FOR THE REGULAR SCHOOL YEAR BY GRADE LEVEL FOR ANNUAL EVALUATIONS.

CHAPTER 1 PARTICIPANTS BY GRADE		CHAPTER 1 PARTICIPANTS WITH PRE AND POST-TEST SCORES(N)	PRE-TEST NCE SCORE (WEIGHTED MEAN)	POST-TEST NCE SCORE (WEIGHTED MEAN)
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

_____ B. TOTAL NUMBER OF CHAPTER 1 STUDENTS INCLUDED IN THE ABOVE STATEWIDE ACHIEVEMENT DATA WHO ATTEND NONPUBLIC SCHOOLS.

ARE YOUR ACHIEVEMENT DATA INCLUDED IN THE ABOVE SUBJECT MATTER SUMMARIES COLLECTED:

_____ FROM ALL SCHOOL DISTRICTS

_____ IN CONFORMANCE WITH AN APPROVED SAMPLING PLAN

_____ NEITHER

IF NEITHER, EXPLAIN THE REASON(S).

OMB No. 1810-0037
Exp. Date: 07/31/92

PART V. PARTICIPATION INFORMATION--NEGLECTED OR DELINQUENT CHILDREN IN STATE ADMINISTERED INSTITUTIONS

_____
STATE NAME

FOR THE PERIOD COVERED BY THIS REPORT:

_____ A. GIVE THE NUMBER OF INSTITUTIONS PROVIDING CHAPTER 1 SERVICES DURING THE SCHOOL YEAR.

B. GIVE THE NUMBER OF CHILDREN IN INSTITUTIONS

_____ 1. ELIGIBLE FOR CHAPTER 1 SERVICES DURING THE SCHOOL YEAR

_____ 2. RECEIVING CHAPTER 1 SERVICES DURING THE SCHOOL YEAR

3. OF THOSE INDICATED IN B2 ABOVE PROVIDE THE NUMBER SERVED:

a. BY GENDER _____ MALE _____ FEMALE _____ TOTAL

b. BY RACIAL/ETHNIC GROUP

_____ AMERICAN INDIAN OR ALASKAN NATIVE
_____ ASIAN OR PACIFIC ISLANDER
_____ BLACK, NOT HISPANIC
_____ HISPANIC
_____ WHITE, NOT HISPANIC
_____ TOTAL

c. BY AGE AND INSTITUTIONAL DESIGNATION

AGE	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
0-9				
10-13				
14-16				
17-20				
TOTAL				

ARE THE TOTALS IN B3(a, b, AND c) THE SAME? _____ YES _____ NO
IF NOT, EXPLAIN ANY DISCREPANCIES.

C. GIVE THE NUMBER OF CHAPTER 1 PARTICIPANTS BY TYPE OF SERVICES AND INSTITUTIONAL DESIGNATION.

SERVICE AREA	NEGLECTED	DELINQUENT	ADULT CORRECTIONAL	TOTAL
INSTRUCTIONAL				
READING				
OTHER LANGUAGE ARTS NOT ABOVE				
MATHEMATICS				
OTHER(SPECIFY)				
SUPPORTING				
GUIDANCE SOCIAL WORK				
HEALTH NUTRITION				
PUPIL TRANSPORTATION				
OTHER(SPECIFY)				

APPENDIX D

PERCENTILE RANKS AND NORMAL CURVE EQUIVALENTS

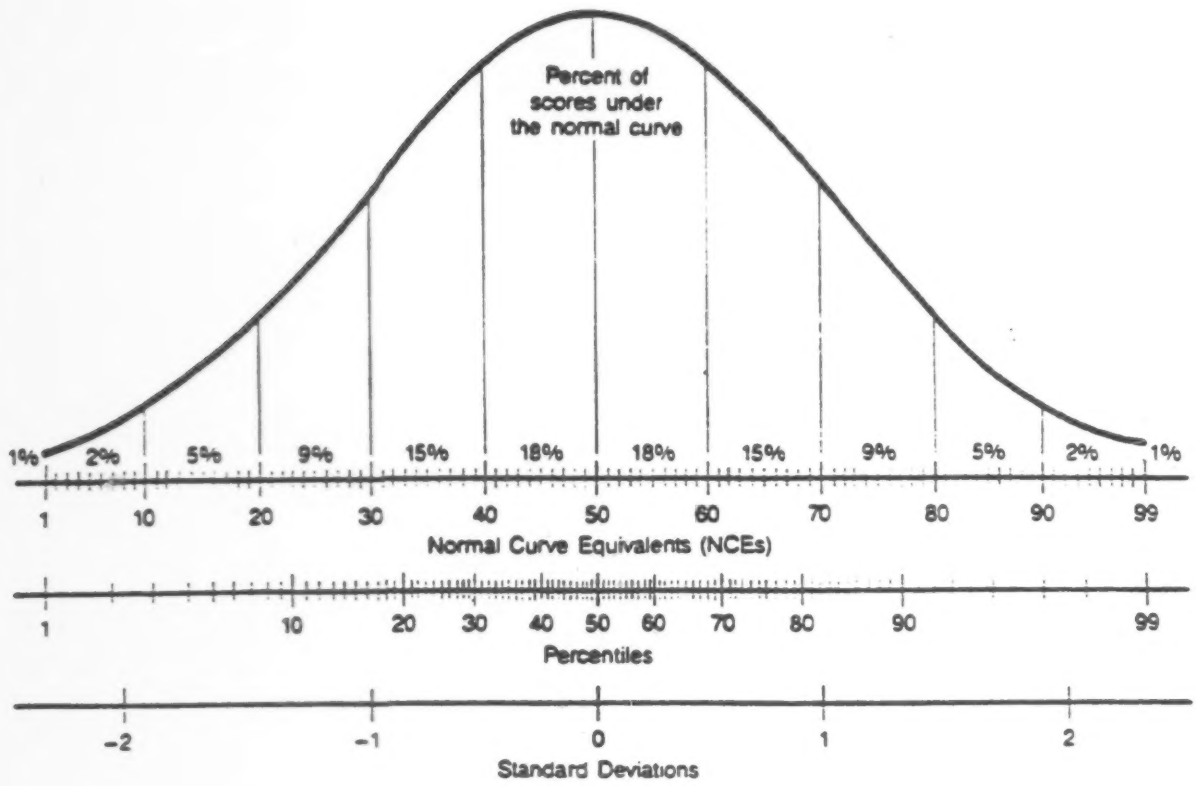
The achievement information in the body of the text is presented in percentile ranks. Percentile ranks indicate the percentage of students nationwide that obtained scores lower than that particular achievement level. A percentile rank of 50, for example, indicates the achievement level which 50 percent of all students scored below. Percentile ranks must be interpreted cautiously because they are not based on an equal-interval scale. This means that a child who increases achievement by 10 percentile points, from 45 to 55 for example, has not learned the same amount as a child who increases from 85 to 95. Percentile ranks cannot, therefore, be used for averaging student achievement gains since each point of gain does not represent the same amount of learning.

Another measure, which is derived from percentile rankings, the Normal Curve Equivalent (NCE), is an equal-interval scale. Therefore, any identical increase represents the same amount of increase, whether the increase came between 45 and 55 NCEs or between 85 and 95 NCEs.

Figure D.1 is a graphic depiction of the relationship between NCEs and percentile ranks.

Figure D.1

Relationship of NCEs and Percentiles



APPENDIX E

METHODOLOGY

State Performance Reports for the ESEA Chapter 1 LEA program and the Chapter 1 State Agency Neglected or Delinquent program funded in school year 1992-93 were submitted to the U.S. Department of Education (ED) in the winter and early spring of 1994. These reports consisted of participation data and achievement data.

The achievement data were entered into a single master Lotus 1-2-3 file. Five individual files were then created from the master file for the annual testing cycle for students tested in basic and advanced skills in reading, mathematics, and other language arts (basic skills only). The annual cycle consisted of both fall-fall and spring-spring testing and, when necessary, the two were combined into one overall annual achievement figure.

After all the data were entered, data checks were conducted. The purpose of the data checks was to flag potential problems, not to claim that the information was necessarily in error. In the case of the participation data, internal consistency checks were performed that consisted of verifying that the totals for gender, year of birth, grade, and racial/ethnic group equalled the sum of their parts. In addition, comparisons were made between the 1991-92 data and the 1992-93 data. Particular emphasis was placed on changes from 1991-92 to 1992-93 that appeared to be very high, taking into account both the absolute numbers and the percentage involved. No specific percentage was targeted, but any shifts that might indicate new programmatic trends were noted. These changes were highlighted on State-by-State listings of the reported data.

The highlighted State-by-State listings were then sent to the State Chapter 1 coordinators with a letter explaining the edit check process. One week after the State-by-State listings were sent, the Chapter 1 coordinators were contacted by telephone to verify that highlighted items were correct or to receive explanations for reported year-to-year changes.

In several instances, States provided revisions to their 1991-92 and/or their 1992-93 data.[1] In most cases, the information was correct, and explanations were provided for the highlighted items.

At the conclusion of this process, the revisions were entered into the Chapter 1 data bases and produced three documents for ED. These documents were a Preliminary Tabulations Report, a State Feedback Report for each State educational agency, and this summary report entitled *Chapter 1 Participation and Achievement Information for 1992-93 -- Summary Report.*

---

[1]To the extent that States revised their figures for 1990-91, the numbers found in this report will not correspond to those found in previous documents displaying State Performance Report information.